THE JOURNAL OF THE
NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

1984–1985
ANNUAL EDITION

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EXCELLENCE

In communities all across our great nation, NEA members are working to make excellence in education a reality for *all* America's students. This 1984-1985 annual edition of *Today's Education* is a salute to that effort.

In the pages that follow you'll find examples of excellence from every corner of our country. You'll meet women and men at the cutting edge of their educational disciplines, men and women who are working today to make education as timely as tomorrow.

We've done our best in this annual to paint a picture of education as it is—and as it could be. Inside this year's *Today's Education* are statistics, ideas, proposals, and concrete teaching tips that we hope you'll refer to again and again throughout the year.

Putting together this third annual edition of *Today's Education* was an inspirational experience for all involved. The schools we visited and the people we met—teachers and other school staffers, parents, administrators, and community leaders—have convinced us that America's public schools are well on the way to providing the educational excellence our nation demands.

We hope you will find in these pages the same inspiration, confidence, and good feeling that we feel so deeply.

Bill Fischer
Editor, *Today's Education*

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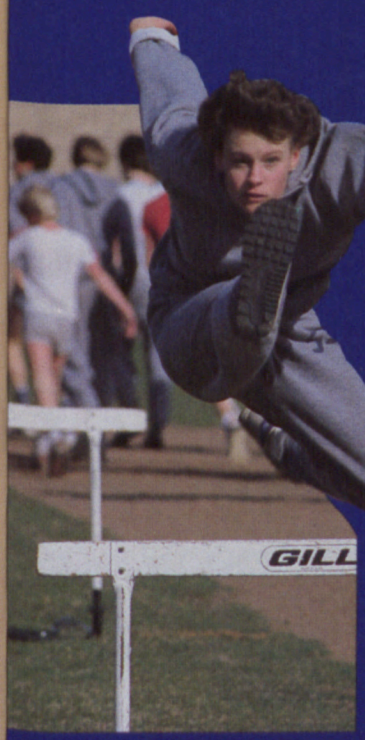
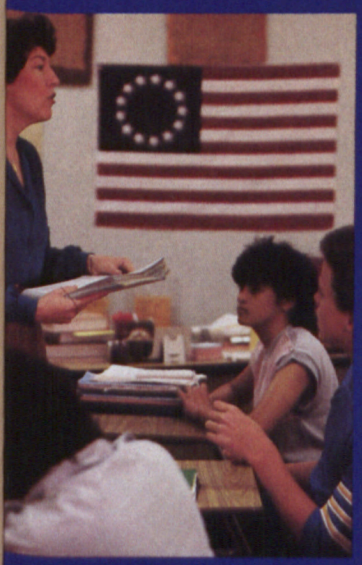
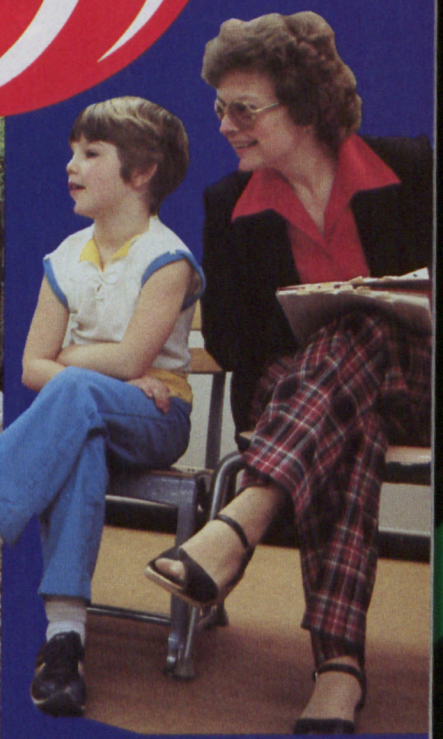
AMERICA'S SCHOOLS: A Panorama Of Excellence







A Panorama
Of Excellence
ROMA
Datalife

ENLOE HIGH SCHOOL

RALEIGH
NORTH CAROLINA

Enloe High has been an educational pioneer ever since it opened in 1962 as Raleigh's first integrated school.

Named after a former Raleigh mayor, Enloe at first offered a traditional program to seventh through twelfth graders. Today, Enloe's magnet program offers over 300 courses to ninth through twelfth graders throughout Wake County.

"Our program serves two purposes," explains Enloe principal Diane Payne. "It gives our student population a more even racial balance—currently 42 percent Black and 58 percent White—and offers students a variety of courses they won't find elsewhere."

Of Enloe's 2,200 students, 40 percent come from outside its attendance area. They're attracted by the school's diversified courses in math, science, the humanities, and the visual and performing arts. But other courses mixed into the school's advanced placement, traditional, and special education curriculums also offer Enloe's students variety and educational excitement.

Enloe's East and West buildings—connected by a paved walkway—are perched on separate hilltops, overlooking some 50 wooded acres of school grounds only a few miles from downtown Raleigh. From those hilltops, teachers and students can look down upon Enloe's athletic fields and tennis courts—and even the school storeroom that doubles as a fallout shelter.

It was in that storeroom last fall that social

Photographs by Nancy J. Pierce

ENLOE

studies teacher David Cordts carried out one of Enloe's most unusual learning experiences. Cordts and 25 students from his international studies course sealed themselves off from the rest of humanity for 24 straight hours. They watched movies about nuclear war and discussed how they could help avert such a disaster.

"Living in the shelter gave the students a real sense of the danger that such a catastrophe could bring to civilization as we know it," says Cordts.

Students embrace conventional learning experiences equally well. On a typical morning, right before the 8 o'clock bell, 12 leotard-clad girls in Betty Kovach's beginning ballet class are working on their balance bar exercises.

"I'm so proud of these girls," says Kovach. "They began studying ballet just a few months ago, and look at them!"

Across the campus, in Enloe's television studios, members of an advanced TV production class are taping four classmates as they "lip sync" a hit record from the 1950s. Later, the class will edit this scene and others to produce a video tape.

The stage at Enloe is just as popular as the TV studio. A 1984 student production of the musical "How To Succeed in Business Without Really Trying" featured some 125 students from Enloe's acting, dance, voice, orchestra, art, and technical theater classes. Enloe offers performing and visual arts courses to students at all levels of ability.

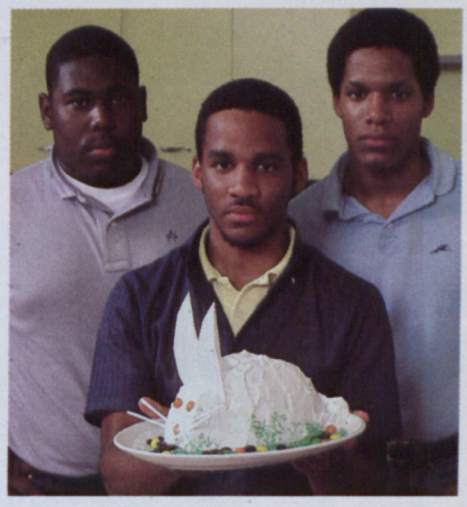
The arts programs at Enloe have won more than their share of awards in the two years

the school has had its current magnet program.

"In 1983 one of my pupils had his choice of three full-tuition scholarships," notes voice teacher Joel Adams. "That same year, two other students performed with the Durham Symphony, and our school's chamber choir, mixed quartet, and barbershop quartet won state competitions."

Enloe's visual arts students won 56 awards in regional competitions—more than any other North Carolina school—and five national awards that year, too.

But the arts programs have no monopoly on awards. The science department—headed by Zannie Efird—received three grants last year, two of them jointly with the math department.



"My biology class is working with a $500 grant from the Junior League of Raleigh," says Efird. "They're preparing cultures of protozoa, algae, and other invertebrates for distribution to schools throughout the county."

Some of Efird's other students are working with a special microscope and video camera—thanks to a $5,000 GTE grant—filming organisms invisible to the naked eye. The tapes they produce will be used as teaching tools.

As part of the third grant, Enloe's science and math departments have designed a program to encourage girls and racial minority members to enroll in upper-level science and math courses.

"We've published brochures informing students which courses they'll need for college entrance and certain professions," explains Lynn Lee, math department chair. "And we've brought in successful women and racial minority members to speak at assemblies."

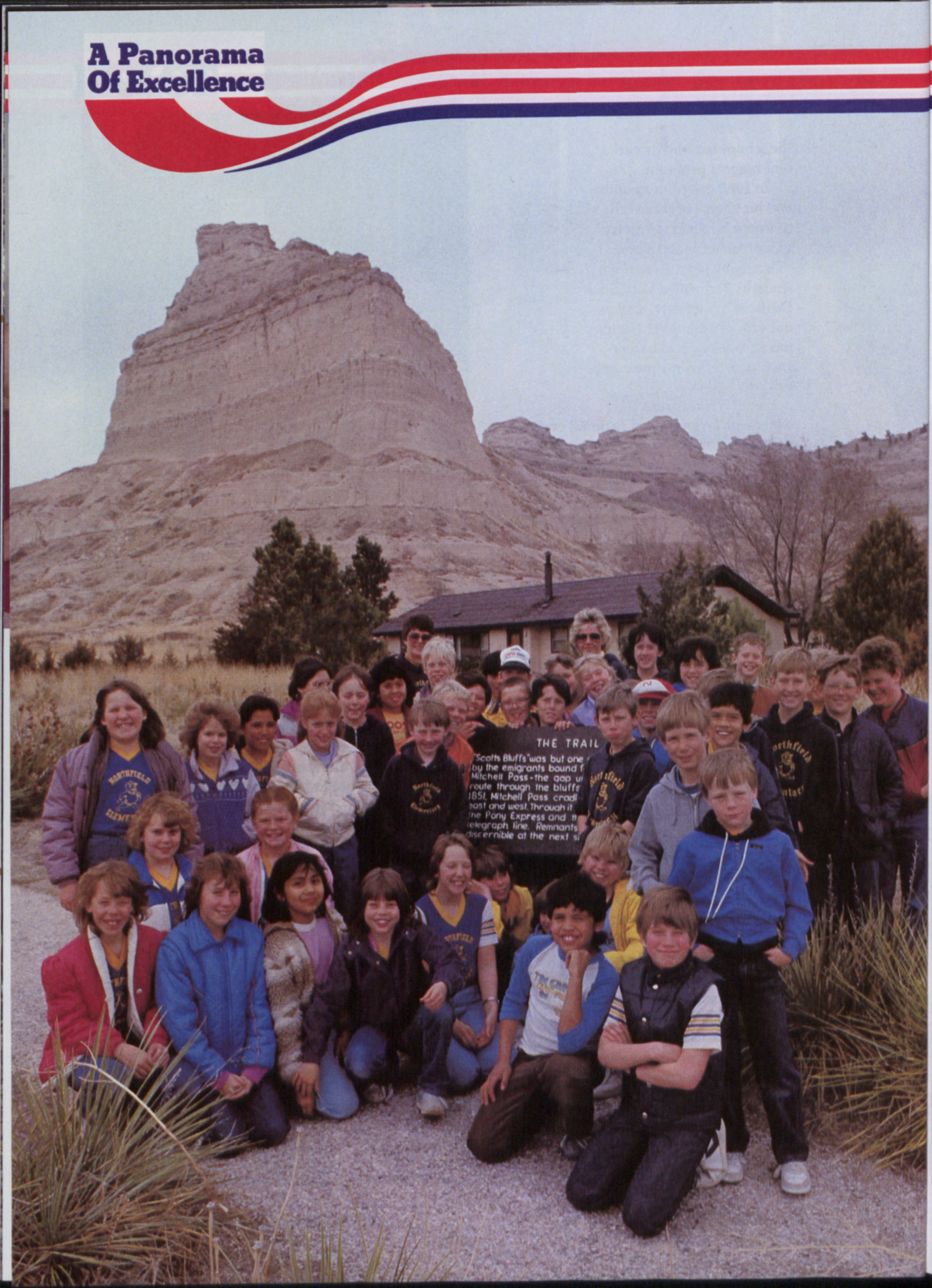
The Enloe English department is one of 10 across the country selected to participate in the National Humanities Faculty's Excellence in Teaching English Program, which brings together university faculty and high school teachers. One part of the program at Enloe, started last spring and continuing through the fall of 1985, involves the 20-member English staff in in-depth studies of Shakespeare and Black literature.

Photos of each of Enloe's more than 2,000 students are displayed outside Principal Payne's office, and students greet visitors with verbal doses of school pride: "Did you know our chess team is the state champion? That our girls' gymnastic team is the best in North Carolina?"

Sums up Brendalyn Bradley, last year's student council president: "We're proud of our school. We wish all schools could be like Enloe."

—*Diane Dismuke*

A Panorama Of Excellence



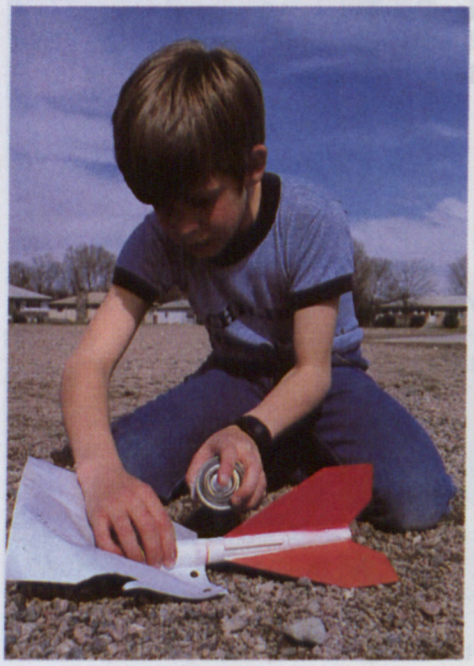
NORTHFIELD ELEMENTARY

GERING
NEBRASKA

The most striking physical feature of Northfield Elementary isn't the school itself, but its setting: the low modern brick building lies only a mile to the east of Scotts Bluff, a rocky promontory that rises 800 feet above the surrounding plain. Like its geological near relations, the Dakota badlands, the Bluff is what's left over after erosion's done its work—a glorious remnant of decay.

The Bluff overlooks the towns of Gering and Scottsbluff in the panhandle of northwestern Nebraska.

The region is not only geologically spectacular, but historically rich. From the 1840's to the 1860's, the Oregon Trail passed this way; so, in its brief life, did the Pony Express.



Northfield Elementary is a busy but low-key sort of place. The school has 350 K-6 students and 18 full-time faculty members, most of them women. In almost every classroom doorway is the "Professional Teacher" sticker of the Nebraska State Education Association (NSEA).

The carpeted, locker-lined hallways are quiet. Classes pass to physical education or music in single file, like tiny commuter trains that seem to have no one in charge. Coming in from recess, children carefully return jump ropes and kickballs to the big wooden equipment box just inside the door. The atmosphere is one of enthusiastic but orderly activity.

Windbreaker clad (the breezes here turn parachute silk into a playground toy), principal Rich-

Photographs by John Sunderland

NORTHFIELD

ard Orr meets the buses every morning and sends them off at night. He hands out a mix of discipline and affection so subtle that some children don't realize they've had the former. A boy who's been sent to Orr's office explains, "I'm here to do my work where it's quiet." There's room for whimsy, too, with this principal: Orr makes his calls from a yellow and red Mickey Mouse telephone on his desk.

Orderliness and enthusiasm pervade the classrooms as well. But the overwhelming visual impression they impart is one of color. Not an inch of cork shows on the bulletin boards—they're wall-to-wall with bright examples of student work or teacher-made learning stations or celebrations of the student of the week. From the ceilings dangle a constantly changing display of mobiles. In Dee McDaniel's kindergarten, for example, the lavender cat mobiles are coming down to make way for green leprechauns.

The kids at Northfield Elementary learn a lot. Take written English. A student in Lynne Goos's fourth grade class shows a story he's writing—more about leprechauns—and he appears to have the punctuation of dialogue down cold.

Members of this same class display model tepees and sod huts they've made from balsa wood, twigs, and bits of the front lawn. Fourth grade is the year Gering children study Nebraska history. They get their inspiration from class trips to

such places as Fort Laramie, base for the U.S. Cavalry assigned to protect wagon trains.

In Pat Richey's music class, sixth graders prove they know the rudiments of music composition. They've been asked to do the musical notation for songs they've made up. "Look at what you've written and play the tune in your heads," Richey says. The room is silent, then outbreaks of groans show you don't have to be a Beethoven to hear an off-key note in your mind. Richey is the newly elected president of the NSEA.

Northfield's special education courses—some of them district-wide—are an important part of the school's inclusive approach to education. For example, some learning disabled students have trouble putting multisyllabic words together. So Lorene Berry has the seven students in her intermediate special ed class practice three-syllable words by clapping on each syllable as they say it out loud, then writing the word with their fingers on their desks. Small classes such as these—or the Chapter 1 pull-out class that serves six students at a time—help every Northfield student progress.

On top of a bookcase in the library sit seven loose-leaf binders, each containing the curriculum for one grade. According to the Gering superintendent of schools, Association member Harold Koch, every year a committee of teachers from the district's four elementary schools rewrites the curriculum for one grade.

At the building level, teachers work closely together, too. At Northfield, the two teachers of each grade have classrooms next door to one another, and most teach in teams—although they don't have to. A typical division of labor is the one that fifth grade teachers Cindy Hald and Barbara Kautz have chosen: Hald handles science and math; Kautz, social studies and reading.

Gering has an annual teacher turnover rate well under three percent—and a long list of applicants whenever a job does open up. In fact, when he graduated from Chadron State College four years ago, physical education teacher Craig Schadwinkel turned down offers from other districts in the hope of an opening at Gering.

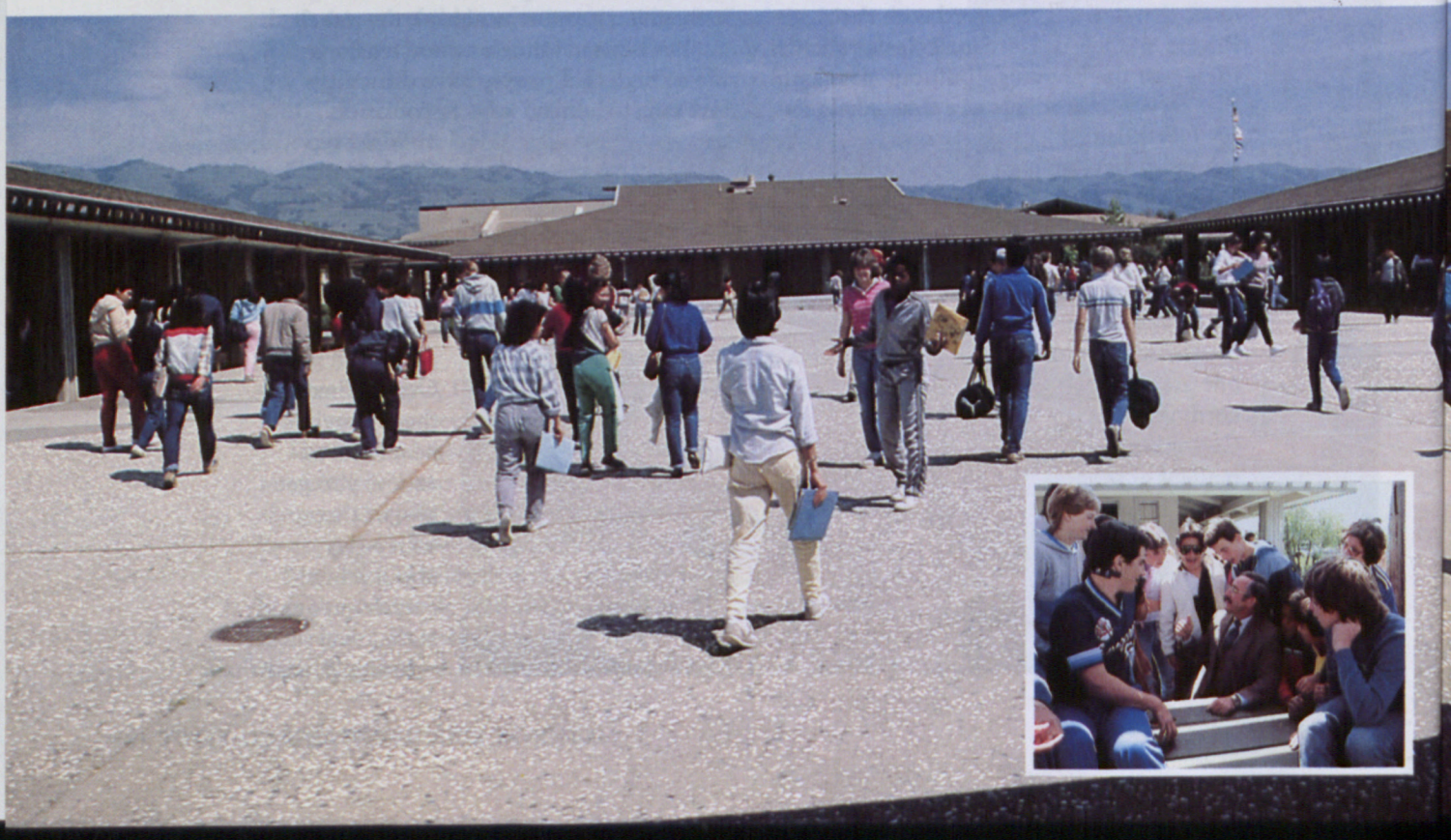
Says Schadwinkel: "I had heard that the facilities were good and that teachers were given support, so I took the risk."

"I've been in schools where tensions are so high that people have difficulty working together," says Association building rep Cindy Hald. "At Northfield people enjoy and respect one another."

The result, according to Orr: "When the grapevine hears of a vacancy, you get two or three calls a day about it—even from out of state."

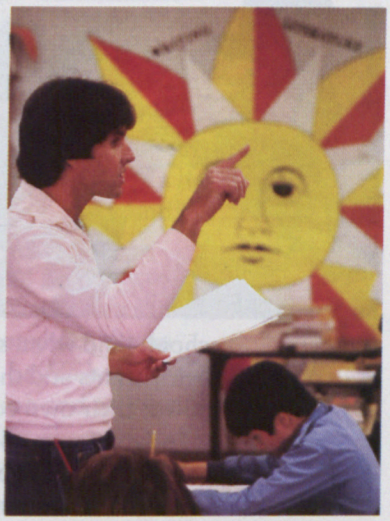
—Nancy R. Needham

A Panorama Of Excellence



LEYVA JUNIOR HIGH SCHOOL

SAN JOSE CALIFORNIA



In the school courtyard, students—a bouquet of Asian and Black, Hispanic and Anglo, sixth graders through eighth—laugh and show off until the day's first buzzer sounds.

Teachers going to class trade progress reports on students: "He did really well yesterday. The other kids were telling him, 'Good job!' I think he just may be on his way this time."

Few people had high hopes for San Jose's LeyVa Junior High (named for a district superintendent) when it opened in a former elementary school back in 1976. The two main buildings were islands in a sea of mud and community indifference. But LeyVa's teachers and principal, who had come as a group from the other junior high in the Evergreen School District, were determined to make their new school work.

They needed every bit of that determination. Small, neat houses with front yards line the streets of LeyVa's neighborhood. But those pleasant-looking streets weren't safe, even in the daytime, and the new junior high school was an alien intrusion. Students saw no reason to respect learning, those who represented learning, one another, or themselves. For the teachers, vigilance was a necessity, teaching a luxury.

After a year or two in those conditions, many felt ready to quit. Yet today, nearly a decade later, many of the original teachers are still at LeyVa. Lawns and sports fields surround the buildings. Students are strongly attached to their teachers and their school. Seasoned eighth graders don't mind confessing that "science is still fun, even though it's not elective any more." Parents come to school frequently—to take part in advisory groups, tour the school, or get child-rearing tips.

What made the difference? Nobody will name a single person or program: there's no simple answer.

Photographs by Mickey Pfleger

Certainly the poverty didn't change—nearly a fourth of the students come from homes that receive Aid to Families with Dependent Children. Perhaps most important has been LeyVa's determined, cohesive, imaginative staff, trying new approaches and perfecting old ones until the students began to take an interest in learning and in themselves. A state grant, guided by English teacher Sarah McCall, funded projects to build self-esteem. The community, in turn, began to take pride in the school. And when students realized that their parents and their teachers were united, their own commitment grew.

Today, if you ask a group of LeyVa students about their school, they'll say:

"We think we can make it—especially since our teachers reassure us all the time."

"Mr. Ebersole doesn't yell at you if you do something wrong in English class. He tries to gives you encouragement."

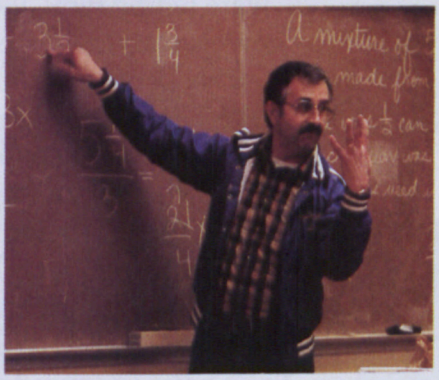
"The teachers have special ways of lifting up the students. They know your moods."

"They'll always find a way to help. Even if it's about trouble with another student, they'll tell you some things about getting along with another person."

"Mr. Andrade always says good morning to you when he walks by, and he's never in a bad mood." (A former industrial arts teacher and Association rep, Tom Andrade has been LeyVa's principal for the past three years.)

Classes at LeyVa are matched to every level of current ability—in English and math, for example, from GATE (Gifted and Talented Education) to compensatory labs funded by Chapter I, the federal program for disadvantaged students. Every student takes three years of English, math, and social studies, two years of science. French and Spanish are among the electives.

Students learn, too, to appreciate their school's human diversity. LeyVa's student body is about 35 percent Hispanic, 33 percent Anglo, 20 percent Black, and 12 percent Asian. Students have 14 native languages, and about 7 percent speak little or no English.



In Barbara Hernandez' English-as-a Second-Language (ESL) class, the mood is relaxed, the teacher encouraging—but the learning and practicing never stop. Most ESL students can get around in English after a few months, then become fluent in a year or so. Meanwhile, they're part of the school. "Here nobody teases you about what you are and what you aren't," says one student.

The cohesiveness of LeyVa's student body doesn't come by accident. The staff works to help them enjoy their own cultural heritages and those of their classmates.

A highlight on an impressive calendar of cultural events is International Week, which includes the celebration of the Hispanic holiday Cinco de Mayo. An Asian Day, a fashion show of traditional clothing from the students' families,

and an international food fair are among the Week's attractions that build students' pride in the variety of cultures at LeyVa.

Pride, in fact, has a place in the curriculum. Anybody who wants to develop leadership (read "responsibility") can take Rick Miller's popular leadership course. Miller's students stock, staff, and keep accounts for the student store. They make preparations, take tickets, and act as hosts for dances and games.

Leadership students also help operate the *Bulldog Bravo* program. A *Bravo* is a card emblazoned "*Bulldog Bravo* to ----- for showing a spirit of cooperation, lending a hand, behaving maturely, and having consideration for others." Teachers award *Bravos* liberally, mailing them to students' homes.

Bravos are good in trade at the student store, and in quantity they bring awards for good citizenship or academic or athletic achievement—a certificate, a mention on the morning announcements, even a free bag of popcorn. Lunchtime contests in anything from cheerleading to doughnut eating also bring *Bravos* to the winners.

LeyVa's across-the-board emphasis on excellence has brought the school a host of honors. Students regularly win essay and speech competitions, and the banner troop and marching band have taken first prizes all over the region. LeyVa has strong teams in basketball, track and field, gymnastics—and spelling.

But these honors point up an increasingly serious problem that LeyVa shares with other schools throughout the nation: scarce resources. LeyVa has already lost a counseling position and an excellent discipline center. Teachers who need money for class activities—Alan Haydis with his marching band, for example—have had to give as much energy to raising money for things like bus trips and uniforms as they do to teaching. As one student said, "We have good coaches—they do things for free."

In 1983, the U.S. Department of Education named LeyVa one of the nation's 152 outstanding secondary schools. LeyVa's application for the honor spelled out its dilemma: "Do we continue to present our excellent program, which requires many unpaid hours; or do we present the program the budget pays for, and let the families feel the fiscal choices made by our legislators?"

On the nerve and determination of its staff, LeyVa holds on. But how long can it remain the excellent school it has become?

—Jane Power

A Panorama Of Excellence

WINTER PARK HIGH SCHOOL

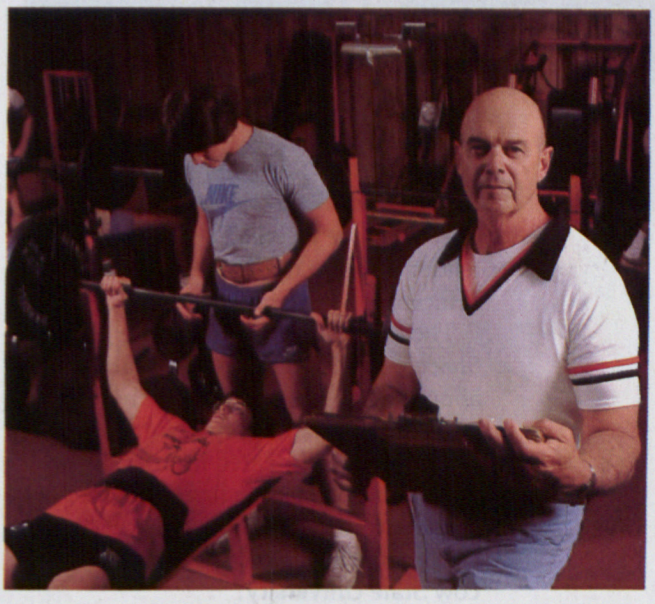
At Winter Park High, there are clowns in the computer room. A chariot sits parked in the school lot. A World War I soldier pops into a classroom.

Learning is seldom boring here. The clowns in the computer room are math teachers Annette and Sally O'Brien. The Latin class built the chariot, and the World War I soldier is not an extra off a movie lot. He's Bud Albers, Winter Park's social studies department chair.

"Winter Park has something for everyone," says senior Daniel Eddy. "All students have to do is pursue their own interests."

Winter Park High School is located in an upper middle income suburb of 30,000, just north of Orlando. If a student has a special interest, Winter Park's likely got the course or activity to match. There are curriculums for the gifted and talented, for the average, for the academically handicapped—and numerous clubs, teams, and sports.

Winter Park students can pick from a course menu that offers a strong grounding in the core subjects and a good mix of others as well, including data processing and computer literacy, aeronautics, three years of French, Spanish, Russian, German, or Latin, debate, British literature, jewelry design, and fashion merchandising, to name only a few.

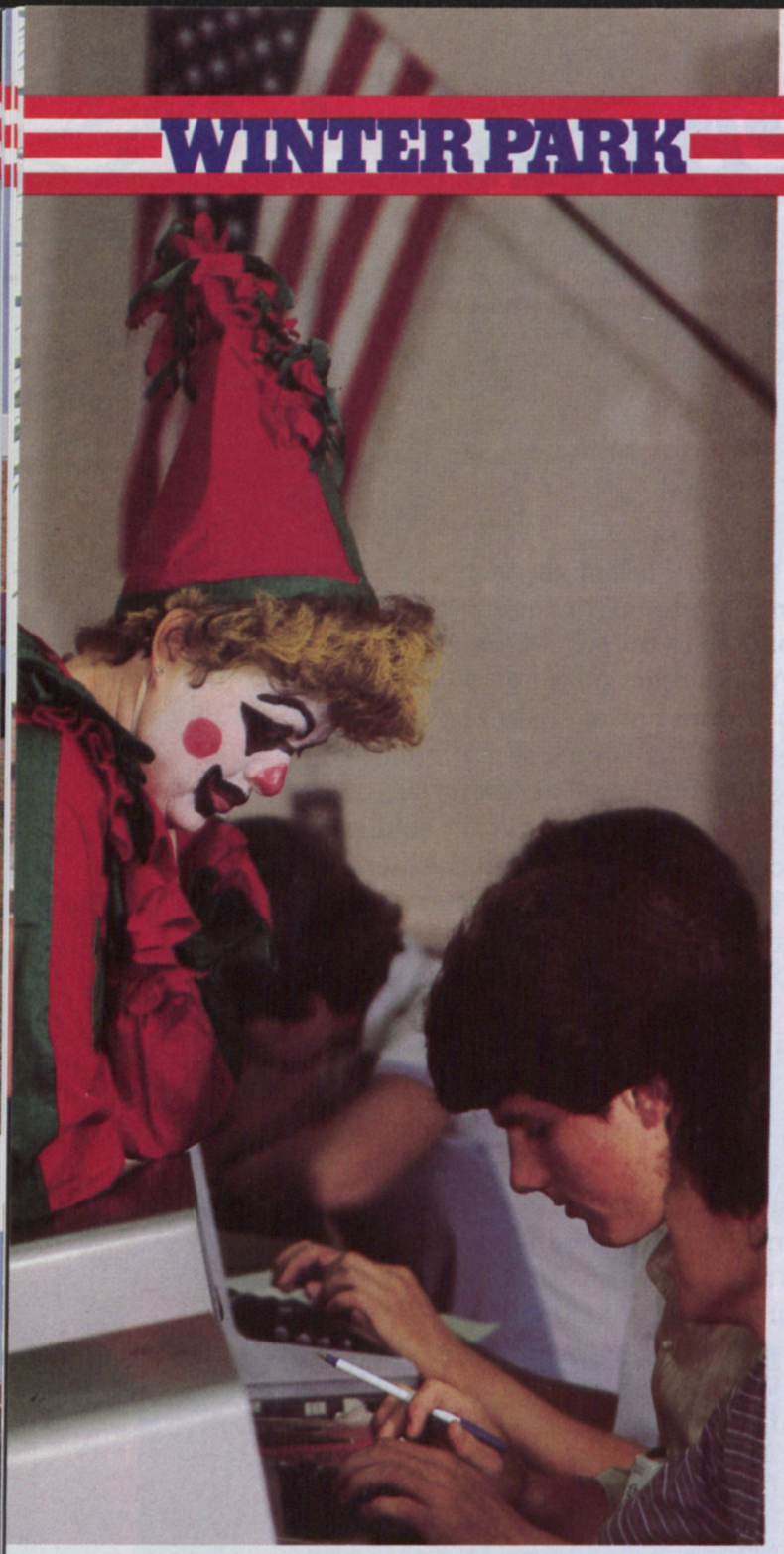


No matter the discipline, teachers at Winter Park strive to make each course, each club activity, as practical—and interesting—as possible.

Debate Club students, guided by Darci Butrimas, forego boring topics for heated exchanges on such controversial topics as U.S. involvement in El Salvador, censorship, creationism, and school

Photographs by Nancy J. Pierce

WINTER PARK



prayer. Three Winter Park students attended a national forensics competition in Princeton, New Jersey, last May.

The Russian Club, advised by John Sheehan, decided they could learn more about Russia in the late 1890's by putting on Tchaikovsky's *Nutcracker Suite*. Sheehan updated his own knowledge of Russian linguistics and literature by attending an eight-week study program held last summer at Moscow State University.

Course offerings at Winter Park High reflect the diversity of the student body, whose 2,100 members represent virtually every ethnic and racial group and socioeconomic background.

"Winter Park is a stable community composed primarily of professional families. Many of the adults are graduates of Winter Park High," says Marian Cannon, a media specialist, "so they really think of this as a community school."

But even students who are bused in—some of whom are from poor families—have no problems adjusting to school life here, Cannon points out.

"The students' diverse backgrounds don't seem to make any difference," she says.

And Winter Park students do well. More than three-fourths of them go on to four-year colleges and universities, 17 percent to two-year colleges, and 2 percent to trade schools. In 1983, Winter Park had 10 National Merit semifinalists—more than any other public high school in Florida. Many of the 1,227 students who take agriculture or other vocational courses (full or part-time) could pursue careers after high school.

In addition to the National Honor Society, teachers sponsor honor societies in each subject area as rewards for academic achievement. In turn, honor students help their classmates, serving as peer tutors before and after school.

Winter Park also excels in extracurricular activities, helped in large measure by a faculty that's just as multitalented as the students. An English teacher coaches the rowing team. An assistant principal helps coach football. A counselor coaches tennis. Last year, the secretary in the media center coached

gymnastics.

One coach is assigned to counsel kids about their grades and follow up with parents and tutors. And it's no accident that each year Winter Park sends a team or several teams into statewide playoffs. Last year, Winter Park won championships in eight team sports.

"We believe in total education," says head football coach Larry Gergley. "Academics and sports can mix. Together they make for a well-rounded education."

For the past two years, teachers and administrators have been working on a project called Toward Operating the Perfect School (TOPS). They sent questionnaires to schools across the country that are consistently recognized for excellence and compared those schools' programs with Winter Park's, trying to pinpoint strengths and weaknesses and plan improvements.

The whole staff's goal, says English teacher Maryann Soinski, is simply "to be the best—for students, for the community, for ourselves."

That commitment by Winter Park's 128-member faculty has obviously impressed the school's students. Says Derek Handy, who graduated last June: "They became our friends before they became our teachers. I always felt good when I got to school because I knew I'd do something I enjoyed."

The school staff's dedication is backed by a solid core of parent volunteers. About 70 percent of Winter Park's parents attend Parent Teacher Student Association (PTSA) meetings. The PTSA and an advisory committee meet regularly with school administrators to offer help in any way they can.

At the end of each grading period, parents send letters to students who are failing any courses, asking them to re-evaluate their priorities, study habits, and goals and encouraging them to take advantage of tutorial programs.

A Winter Park Foundation—composed of parents and community leaders—meets twice a year and offers financial support to the school.

"The community wants excellence and recognizes that excellence costs money," says principal Eric Smith.

About 40 parents regularly help out with band activities at Winter Park. Other parents have organized several booster clubs. Parents run an ongoing school landscaping project. Last April, they sponsored an appearance by the Sarasota Circus in the school gymnasium to raise funds for the school. The Parents' Quarterback Club raised enough money for a weightlifting room and named it after William Orr, a physical education teacher at Winter Park and for many years the head football coach.

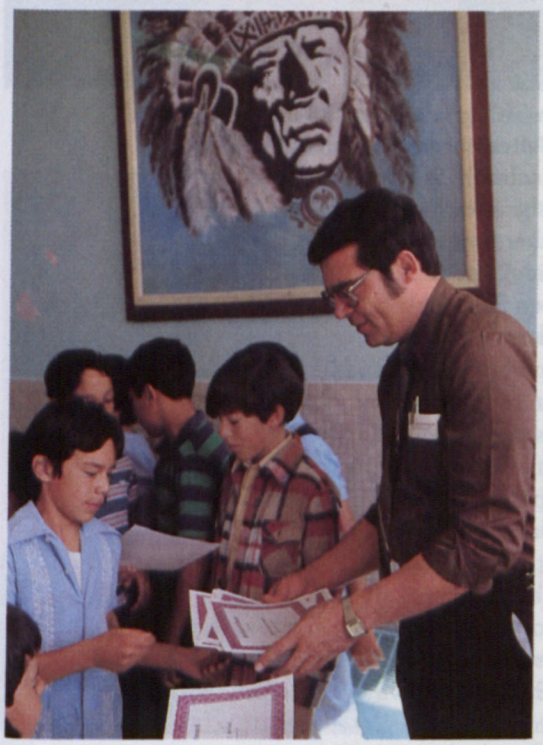
"There's a positive feeling around this place," notes Nancy Shutts, a parent volunteer. "Everything is upbeat."

—Marian Clayton

A Panorama Of Excellence

YSLETA ELEMENTARY SCHOOL

The 1,200 students who attend Ysleta (pronounced *iz leh'ta*) Elementary School live in one of the oldest communities in the United States. Today part of the city of El Paso, Ysleta—Spanish for "little island"—was founded in 1680 by Spanish colonists and Christian pueblo Indians, fleeing a revolt by other pueblo tribes farther up the Rio Grande. A block from Ysleta Elementary stands the mission church built for the Tigua tribe, the community's most visible symbol.

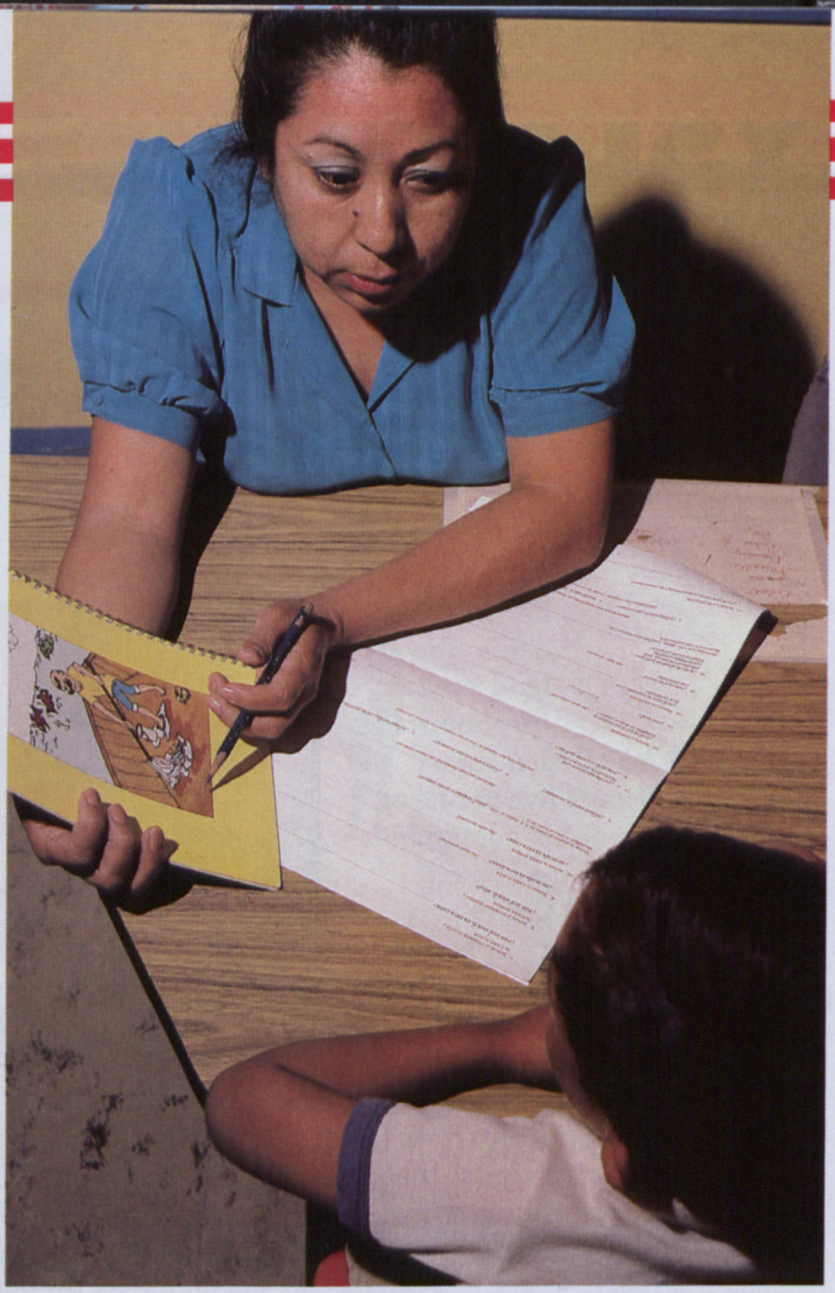


The Ysleta Independent School District encompasses the eastern half of El Paso, bordering on both Mexico and New Mexico.

The language you hear in the hallways at Ysleta Elementary is as likely to be Spanish as English. Two thirds of students entering kindergarten speak nothing but Spanish. Mexico, only five blocks from the school, is a constant source of new Spanish-speaking students. Also, children may come to school speaking mostly Spanish, even if their families have been in Ysleta for generations.

But a generation ago, however, you wouldn't have heard Spanish in the Ysleta hallways. Principal Victor Valdivia, who grew up in El Paso, recalls the official attitude toward language when he was a

Photographs by Bruce Berman



child: "Learning English in those days was sink or swim, and kids got reprimanded for speaking Spanish at school." Back then you wouldn't have heard uniformly fluent English in class either.

All that has changed. Today Ysleta Elementary students speak fluent English because the district believes the major mission of elementary schools is to make students fluent in oral and written English. To achieve that goal with non-English-speaking students, the schools first make them fluent in oral and written Spanish.

First grade bilingual teacher Maria Arias explains how bilingual teaching works: "Once students learn the differences between syllables, words, and sentences in Spanish, they can easily transfer that knowledge to English."

Many of the Hispanic teachers—who account for a little over half of the faculty—consciously see themselves as role models of people who can succeed in two cultures. Sometimes a teacher may emphasize the Anglo American culture—as when fifth grade bilingual teacher Laura Beltran urges students to use English in school. "If I don't make them do it," she asks, "who will?"

At other times, the emphasis is on Hispanic American culture— for example, when Salvador Valdez teaches his art students to work in the very Mexican medium of mural painting.

Given such bicultural incentives, it's perhaps not surprising to hear first graders shift effortlessly back and forth from Spanish to English—depending on which language they're questioned in—as they tell the familiar story about the Indians teaching the Pilgrims to plant corn. Still, teacher aide Rosa Lane, who tests children for their ability to speak English, is always impressed with student progress. "I glow," she says,

"when I see the difference from the beginning of the year to the end."

Ysleta students succeed impressively on paper, too, when they're tested for English-language skills. Last year, Ysleta district ninth graders (about a third of them alumni of Ysleta Elementary) outscored the state's other Big Eight urban districts in both mathematics and reading on the Texas Assessment of Basic Skills.

Such high levels of student success are possible because Ysleta teachers are constantly improving their instruction, using test scores to diagnose problems and developing exercises of their own if necessary to teach skills more effectively. (A publisher has bought some of Arias's Spanish-language exercises.)

Also, the Ysleta administration is "very cooperative, removing roadblocks that might keep teachers from doing their best work," says physical education teacher Alice Mann, Association rep for the Ysleta Teachers Association. A simple example: the scheduling that makes it possible for Dolores Vega, Chapter I reading/computer resource teacher, to meet weekly with classroom teachers. "With this arrangement," says fifth grade teacher Connor Hendryx, "we've been able to coordinate what our Chapter I students are working on in all three places—reading lab, computer rooms, and classroom—and I've noticed results."

For teachers—at least those who didn't grow up in Ysleta—one of the joys of being on the Ysleta Elementary faculty is becoming part of a close-knit community, where the children—even grandchildren—of former students may turn up in class—as in the case of the Foix family (below at left), which has sent three generations to Ysleta Elementary.

On the grounds that a healthy sense of identity is likely to produce high achievement, principal Valdivia works to reproduce the sense of community identity at the even more local level of the classroom. One example: He presents Ysleta "Warrior" banners to classes and individual students for perfect attendance or exemplary citizenship.

Because of the combination of professional achievement and sense of community, teachers at Ysleta Elementary love their work. This year will be Alice Brumley's fiftieth year of enthusiastic teaching, her thirtieth at Ysleta Elementary. For Aileen DeFratus, arbitrarily assigned to the school after a break in service some years ago: "It's worth the extra commute." Ruthella Prentice passes on the ultimate accolade: "Substitutes can't believe how friendly and supportive we are."

—Nancy R. Needham

A Panorama Of Excellence

JOHN MUIR MIDDLE SCHOOL

WAUSAU WISCONSIN

"We're real proud of 'em. People say the public schools are the main reason they live here. They want the best for their kids. So they get job offers elsewhere—good offers—but they stay here to be sure their kids get a good education. The schools are friendly places, community centers."

A real estate agent? A PR man for the Wausau area? A teacher? No—a cab driver. And he was right on target. John Muir Middle School has a warm neighborliness that seems almost anachronistic in today's often coldly impersonal high-tech world. Friendliness—Midwestern style, genuine, unforced—is everywhere.

The friendly tone serves notice to students that although not peers, they are people deserving of respect. The result—something of a pedagogical miracle—is the uncommon civility of students struggling through the awkwardness of early adolescence. True, the sounds of teendom—boisterous exchanges, giggles and squeals and peals of laughter—often ring through the halls. The students sparkle with energy. But they have an uncanny sense of when it's appropriate to release that energy—and when to harness it.

"Their parents deserve the real credit," says science teacher Arvid Plein, president of the Wausau Education Association (WEA). "We just try to show students the same respect we show each other—and hope it catches on."

Adds civics teacher Chuck Decarlo: "Learning is supposed to be fun—serious fun, but still fun. Tyranny doesn't gain you much. An example: on my

Photographs by Mark Peterson

JOHN MUIR

birthday, the kids call me Papa Smurf. Looking at me, you can see why. I think it's great. They tease me, but they remain respectful."

Respect and friendliness: what appears to make Muir click is a rare blend of traditional virtues and progressive values. That blend reminds you that Wisconsin is at once a land with a conservative tenor and home of the La Follettes—that remarkable political family that infused the state with New Deal progressivism at a time when FDR was still a novice. Wausau seems equally puzzling, somehow both traditional and futuristic.

Some people are better than others at working puzzles. Muir's principal, Tom Beattie, is a wizard. Beattie is a charming man, easy-going, a unifying force, a source of cohesion.

"I think," says reading teacher and WEA secretary Cindy Hermel, "that Tom views himself as a facilitator. He sees *his* work as making *our* work easier."

Beattie is blessed with a veteran faculty. Of Muir's 82 teachers, only three have less than 10 years' experience. Almost all have masters degrees—most a masters plus 24 or 36 hours. But they're foreigners to complacency: professional development is an obsession. Curriculum revision mania rages.

"A stale curriculum," says art teacher Chris Wirtanen, "guarantees uninspired students and uninspiring

teachers. We don't leap at the latest fads. But we do experiment. We take chances."

Science education expert Jon Harkness, a teacher at Wausau West High, predicts that the Muir science curriculum "will soon become a model for middle schools nationwide."

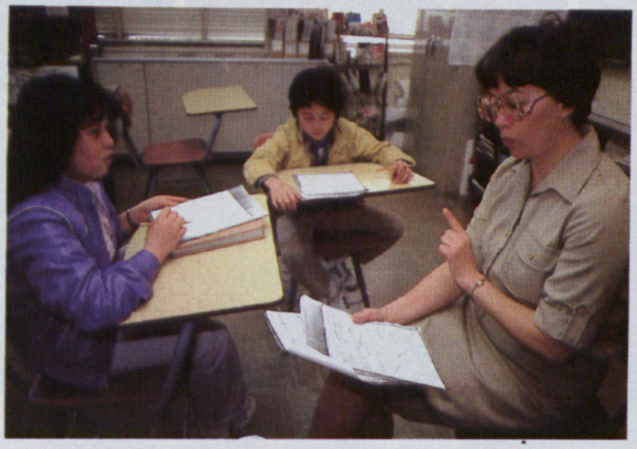
"Our strength," adds principal Beattie, "is the professionalism of our staff. They're proud. They understand that a school is like an organism—and that the health of the organism is dependent on all the parts working in harmony."

Given Muir's history, this harmony is a stunning achievement. John Muir Middle School is the product of a 1981-82 merger of junior highs: Muir and Horace Mann. The two schools had been long-time friendly rivals, each with its own distinct identity. The two staffs, abruptly informed that they would be one, reacted with apprehension, perhaps even with small doses of suspicion and paranoia. To make things worse, the merger did not have immediate support of the Wausau community.

If ever there was a recipe for disaster, this was it. So the atmosphere today—the collegiality and shared commitments—is mystifying. What dissolved the doubt and mistrust? How was conquest wrested from chaos?

Citizenship teacher and WEA activist Alex Anday responds with impressive simplicity: "We just said—Look, we share at least one common goal: doing our best for kids who are at a difficult age. Let's pull together."

That togetherness spread far beyond the school walls. Anday notes that one of the lasting effects is an alliance of respect among the administration, the superintendent, the school board, and WEA: "Naturally we have our differences. Our Association fights for our members. But what's essential is that when the fighting's over, it's *over*. We shake hands and get back to our joint effort to guarantee the best for the kids."

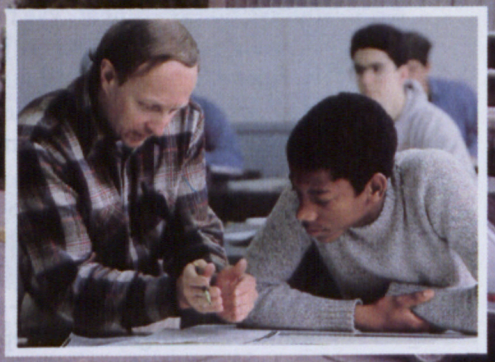


Those traditional virtues again: fortitude, professionalism, fidelity to the principle that the first responsibility of teachers is to the children they serve. Those virtues are the source of the harmony that resonates through the hallways of Muir and, in fact, through the entire 16-school Wausau district.

There's something a bit old-fashioned about the melody. Something rare. And something deeply reassuring.

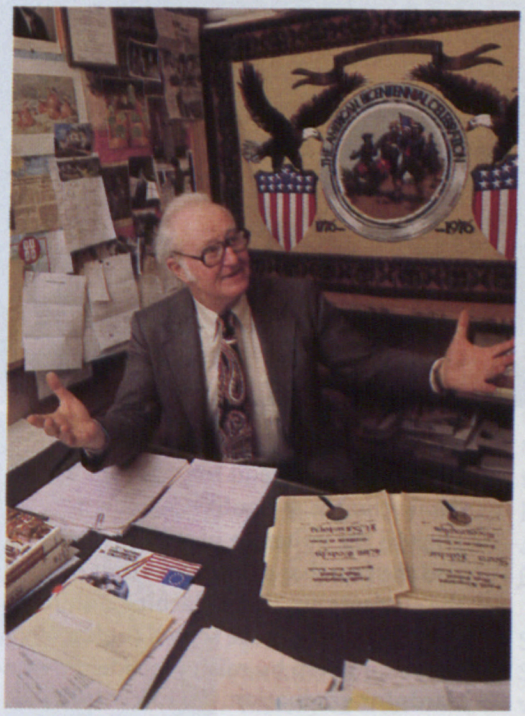
—*Carl Luty*

A Panorama Of Excellence



SOUTH KINGSTOWN HIGH SCHOOL

WAKEFIELD
RHODE ISLAND



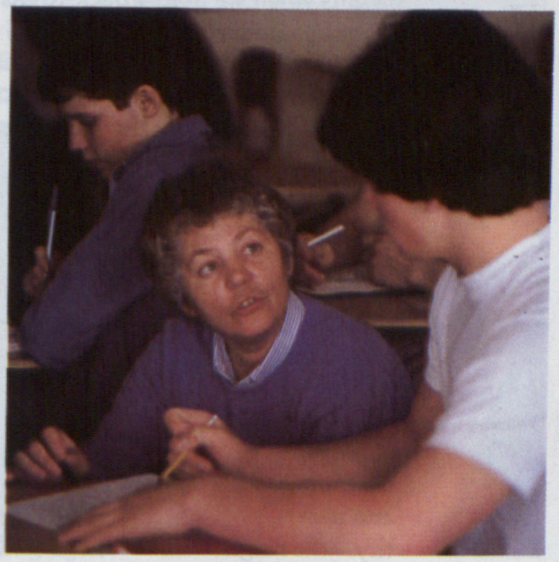
If quality education were judged by a school's physical characteristics, it would be easy to dismiss South Kingstown High.

The three-story, tan brick school reflects with a funky fifties dignity 30 years of wear and tear. The roof leaks. Storage rooms serve as office space. A 200-seat mini-auditorium hardly accommodates the 865-member student body.

"There are schools in Rhode Island that are incredibly plush, but they don't have half the spirit we have," boasts 1983-84 student council president David Worthen.

School spirit is one of those compensating qualities that seems to lie at the root of all the other superlatives with which students, parents, and teachers describe South Kingstown.

Not everyone cites the same reasons for the school's success, but by all accounts, South Kingstown High is a scrupulously run place to learn and to find a sense of belonging.

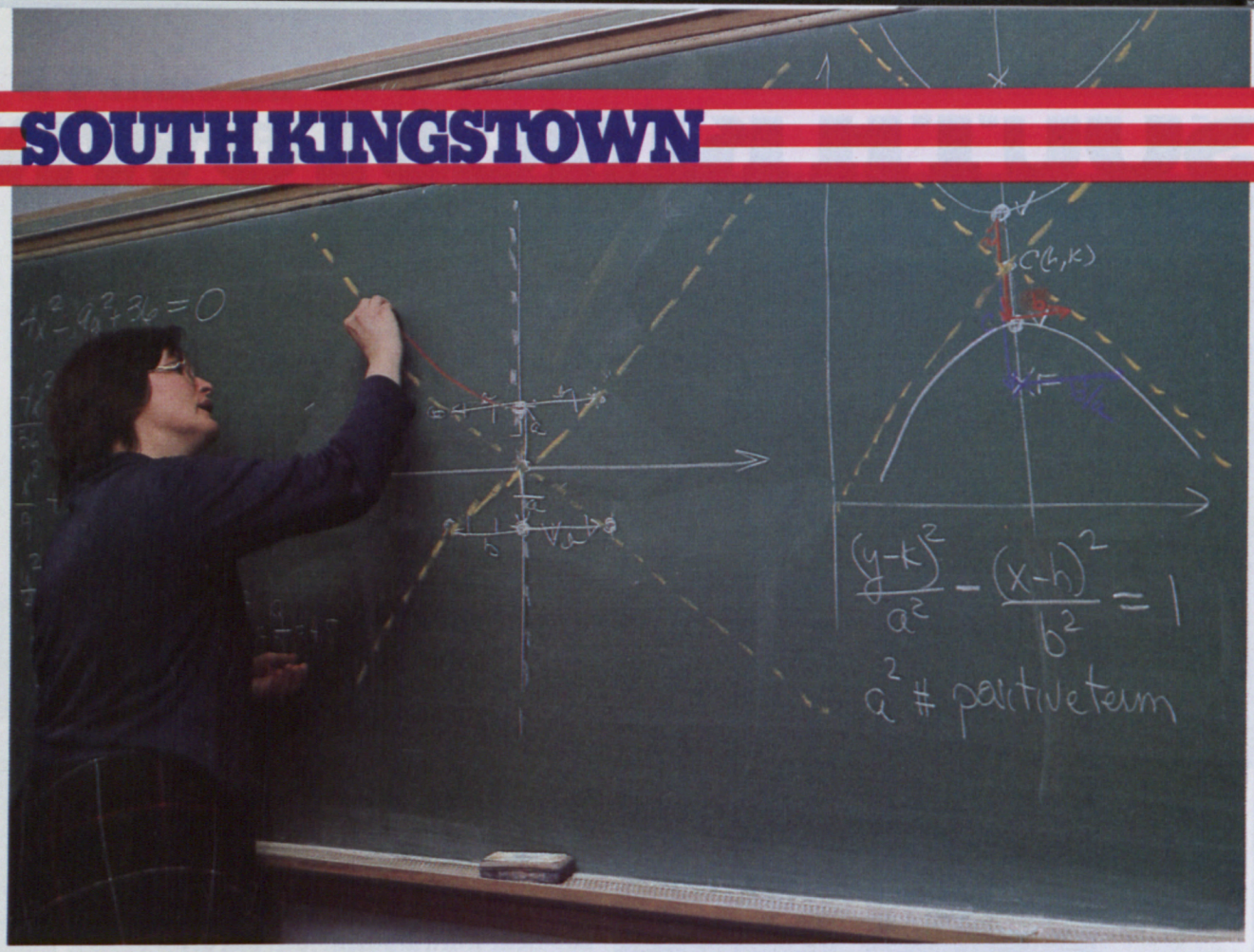


In this seaside community of some 20,000, the latter is important. Only 32 miles from Providence, the area is developing suburban qualities, but the gentility of its rural New England past is apparent.

The school fosters a sense of community through an immense variety of extracurricular activities—from the annual model legislature, where students try their

Photographs by Jim Daniels

SOUTH KINGSTOWN



hand as elected officials for a day, to the 22 varieties of athletic competition. A homespun tone is set during the morning announcements when principal Eric Wertheimer reads the list of student birthdays over the intercom.

Says foreign language department chair William Hodge: "There's always something going on. We have 10 dances a year, averaging 400 students each. We even get close to that many parents when we hold a Back-to-School Night or similar event."

South Kingstown High was the first school in the town built with public funds shortly after a major textile mill closed in 1947. The closure of the mill dovetailed with the expansion of an institution that's provided a new source of employment and identity—the neighboring University of Rhode Island (U.R.I.). Some credit the rigorous academic climate at South Kingstown High to the influence of the university and the fact that some 10 percent of the students are U.R.I. faculty children.

Five years ago, the school took a pioneering step by raising academic standards for graduation. To foster sufficient rigor among college-bound students while meeting the needs of the non–college-bound, the school established two types of diplomas with separate requirements for each. The Rhode Island Board of Regents has since followed South Kingstown's lead by increasing graduation requirements for both college and non–college-bound students.

"South Kingstown is an exciting place academically," says English

department chair Judy Matteson. "You see what the other teachers around you are doing to keep their ideas fresh, and it helps you stay fresh too."

Matteson's own fresh ideas recently caught the eye of teachers in North Manchester, Indiana, who asked her to present her sequential mastery learning program to a regional teachers workshop. Matteson explained how the program keeps the emphasis on basic skills, requiring students to write a brief, error-free essay daily. The essays are returned without fail the next day.

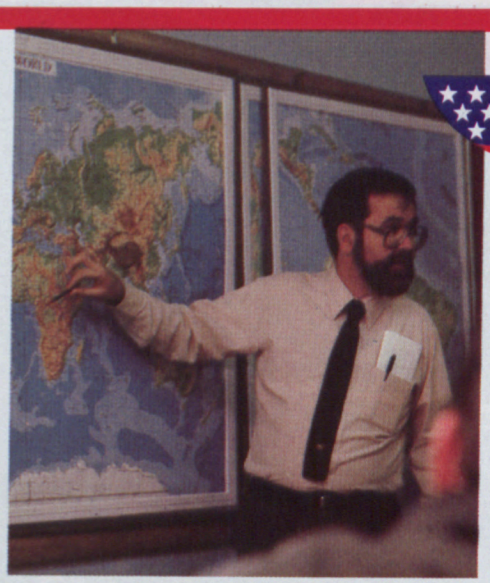
Matteson and her colleagues, who average some 13 years in tenure, credit the school's administration with supporting classroom innovation. "I came from another school system in Rhode Island and couldn't believe how much more open to change this school was," marvels William McEneaney.

A biology teacher by training, McEneaney teaches the only ornithology program in the state. He also got the administration's okay to spend his free period teaching an innovative jazz history course.

While South Kingstown High exceeds the state average in per pupil spending, some high-cost materials remain out of reach. That's when the teachers display their ingenuity.

Science department chair Thaddeus Gruczka routinely "scrounges" for the nautical equipment that keeps his marine technology program afloat. With the donation of five boats, he's taken to nearby shores to teach the lucrative commercial fishing trade to vocational students.

His industrial arts colleague Richard White exercised that same ingenuity to persuade the federal government to install a 110-foot windmill and a solar panel on the school grounds and to finance



the assembly of an electric car.

Teachers get support for "time on task" in a school that delegates to aides time consuming nonteaching duties like monitoring study halls and doing cafeteria duty. Teachers are further supported by an administration that's scrupulous about discipline. Fewer than two students a day cut classes, and attendance averages 94 percent. The school has a policy of calling the homes of all absent students, who must produce a note from their parents the next day.

A recent survey by the National Study of School Evaluation revealed how South Kingstown students perceive various national problems as affecting their school. Those surveyed said that at South Kingstown High there's little or no violence, no racial problems, and little need to worry about drugs.

As one student responded when asked to consider the crises facing contemporary schools: "It's not like that *here*."

—*Vicky Lytle*

A Panorama Of Excellence

SCENIC HILLS ELEMENTARY

SPRINGFIELD PENNSYLVANIA

Scenic Hills is alive with the sounds of music—and much more: rockets bursting in air, puppets clashing in combat, video crews prepping for production, a cockatoo squawking and a toucan cooing, computers whirring, test tubes clinking, paint brushes swishing, actors rehearsing, dancers tapping.

It's an ordinary day. The 30 teachers and the volunteer corps of 25 parents and 15 senior citizens at Scenic Hills Elementary School—all under the direction of conductor/principal Dave Morgan—see to it that the sound remains symphonic, never cacaphonic. They lead 472 kids—kindergarten through grade four—in a sequence of activities that teach the basics in anything but basic style.

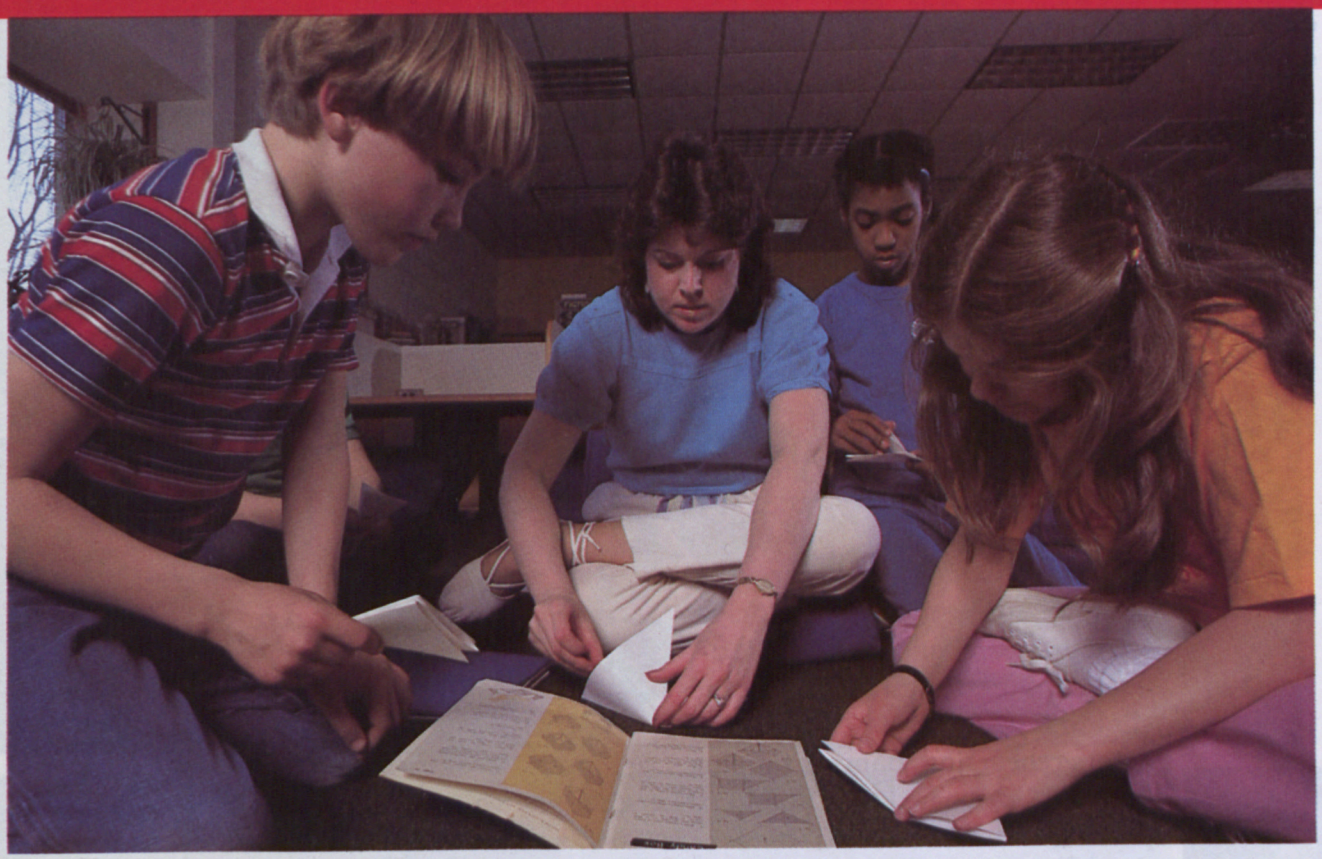
In addition to the typical textbook and classroom curricular activities, Scenic Hills students learn grammar, vocabulary, and syntax by producing videoscripts and a weekly newspaper. They develop concentration and focus by manipulating marionettes; persistence and patience by enduring retake after retake for a videotaped musical presentation (written, produced, and performed by the students).

They come to know well the value of cooperation by participating in projects—the daily newscast, for example—that just won't fly if Tommy (who's in the control room) isn't teaming up well with Mark (who's on camera one) and Melanie (who's ready with the sports results). And they become confident and poised through such experiences as interviewing—live, up close and personal—House Majority Leader Rep. Jim Wright of Texas or Pennsylvania Governor Richard Thornburgh.

The "enemy" at Scenic Hills is abstractness. If you want young

Photographs by Brad Bower

SCENIC HILLS



learners adept at calculation and committed to scientific precision, why rely only on standard textbook drills? Why not—instead—take the Scenic Hills lead and engage students in the rigors of developing an experiment that NASA will carry on a shuttle flight?

If you want to promote social skills—civilizing skills—why limit yourself to a "do-good" lecture? Why not instead have each fourth grader "adopt" a kindergarten student and, after interviews and friendly chats, write an illustrated biography of the youngster that will later be bound, catalogued, and lodged in the school library?

Want students to appreciate America's ethnic diversity? Skip the bombast. Invite Chief Halftown to explain American Indian heritage and culture.

Care to nurture the natural respect for nature that kids seem blessed with? Forego the drill on the ecosystem. Prod art students into producing quilts that depict endangered species.

Phoebe Shunk, who teaches in the enrichment program and is coordinating the shuttle experiment that will test the effect of gravity on insect life cycles, explains the philosophy: "What's important is that the kids here always know *why* they're learning. With the science experiment, they're not learning about gravity simply because I—or any other teacher—told them to. They're studying to ensure the project's success."

Adds physical education teacher Harry Bratton: "What we do that might be unique is that while we're teaching one thing, we try to teach *several* things.

So if I involve students in dance movement activities, I am—of course—teaching them the principles of physical education. But I can give them a bonus by having the activities focus on language arts skills—such as letter recognition—and so 'sneak in' reinforcement of their reading lessons."

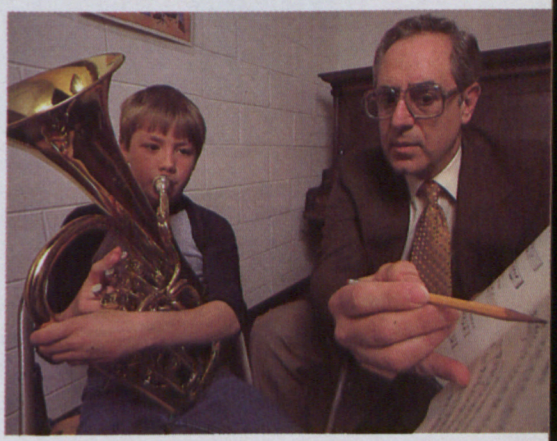
Ask anyone—teachers, aides, the devoted volunteers— about the secret ingredient in this pedagogical mix and all fingers point toward principal Morgan. Among the adjectives you'll hear: innovative, indefatigable, dedicated, dynamic.

Morgan returns the compliment: "When you have excellent teachers and the active support of parents and other members of the community, you can reach for the sky."

Morgan's reach is impressive. He'll explain—convincingly—why the best way to introduce students to history is through exposure to opera. He's the force behind Scenic Hills' artist-in-residence program which, in 1983-84, included a composer, a filmmaker, an author, and a puppeteer. This year, a sculptor will join the group.

Morgan's also responsible for the genesis of the daily live broadcast of Kids News, which is picked up by the local cable TV station—as well as for the van that lets students take to the road for eyewitness video coverage of educational events. And he launched the S.H.I.P. (Scenic Hills Involved People) of volunteers from the Springfield community that does so much to keep the school's wild array of activities afloat.

And those cockatoos and toucans—and lizards and tortoises and exotic fish that you meet as you enter the front door? Morgan's not-so-subtle reminder that there's a world beyond the classroom and beyond middle-class suburbia that's worth caring about.



Small wonder that students at Scenic Hills, though removed from Philadelphia by only 15 miles, feel that this is the place to be. The big city has no edge on the little school.

As reading specialist Janice Hartwig puts it, "We call our curriculum The Basics and Beyond. We neglect neither one, but I think we're *far* beyond what's considered basic at most schools.

First grade teacher Rita Grayum listens carefully to Hartwig, then good-naturedly chastises her: "We're beyond all the basics except one: sweat."

Ah, the sweat smell of success.

—Carl Luty

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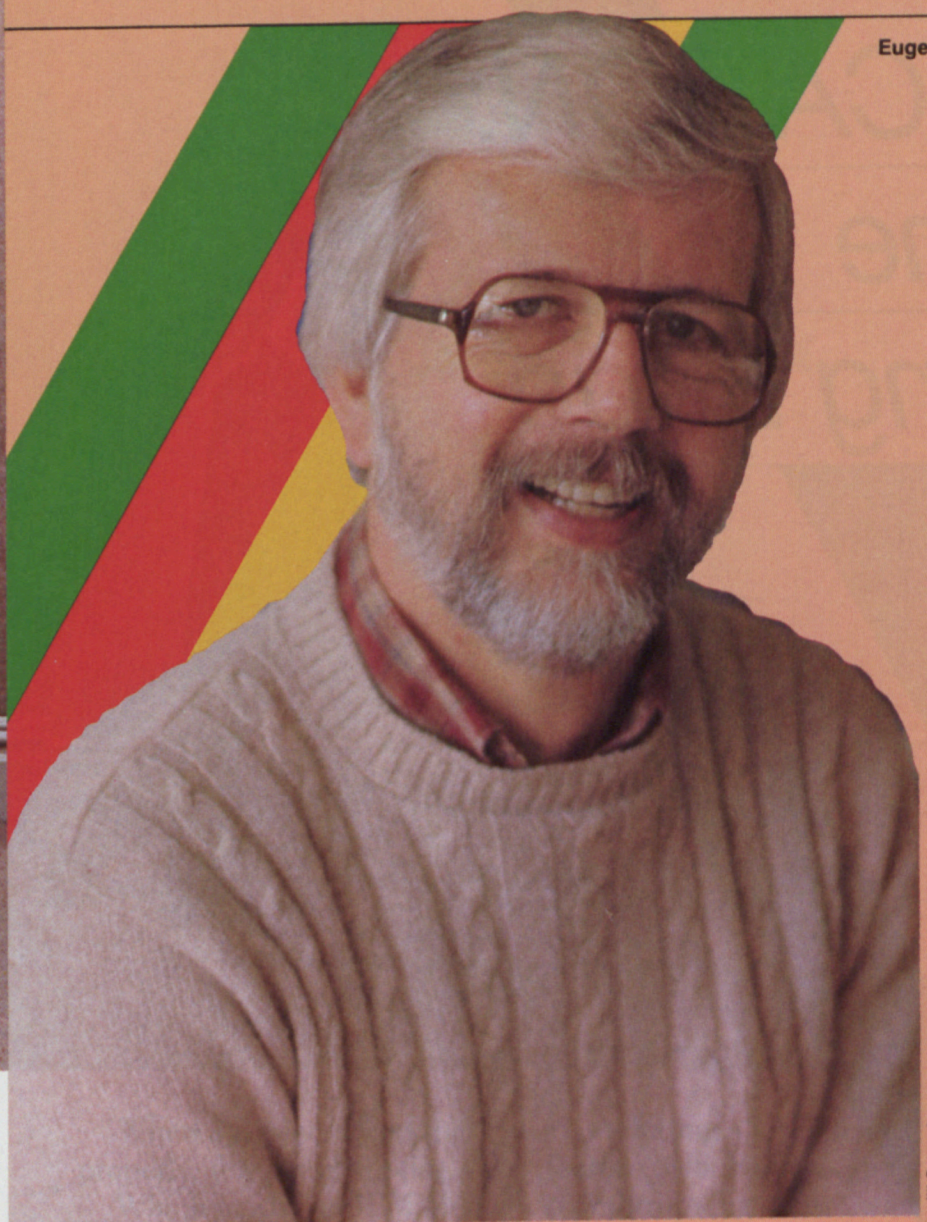
MATHEMATICS

Eugene Maier



Jill Cannefax

For many, school mathematics is, as Churchill put it, an "*Alice-in-Wonderland* world"—at its worst, strange and fearful, at its best, nonsensical and bewildering. Not that it's intended to be. As a matter of fact, we math educators try hard to make mathematics an orderly, meaningful world in which students can function adeptly—and comfortably.

So why is it we end up with the opposite of what we want? Instead of graduating students well-versed in basic mathematics and capable of applying their knowledge in their vocations or in further study, we end up with students who want nothing more to do with math. What's gone wrong?

I suspect no one has the definitive answer, but certainly the heart of the present school mathematics curriculum—the teaching of paper-and-pencil algorithms for performing arithmetical computations—is also the heart of the problem. Proficiency with algorithms is identified as a "basic skill." I don't agree. An example may help explain my view.

I recently saw an ad for "smokie sausages." The price was $1.68 for a 12-ounce package. I wanted to know the price per pound. The first thing I needed to do—the essential first step—was to decide what computations to make. I decided to divide $1.68 by 3 to find out what 4 ounces cost and then multiply that amount by 4. But the point is that in this situation, as in all others involving arithmetic, *knowing the paper and pencil algorithms is of no help whatsoever in deciding what computations to perform.*

I find that to be the case with most computations. If the numbers are manageable, the most convenient way to perform a computation is mentally—no external tools are needed. Hence, I find no justification for equating paper-and-pencil algorithmic procedures with basic skills. And I am convinced that doing so breeds a second problem: the reduction of school mathematics to mechanical drills that give little attention to the development of mathematical insight and intuition.

Eugene Maier is president of The Math Learning Center, an independent not-for-profit organization in Salem, Oregon, that specializes in continuing education programs for teachers at all levels. He's also a revolutionary: Maier is committed to seeing through to the end the radical changes that have already vanquished the slide rule and doomed trig tables. The next step? Dethroning all mathematics curriculums that allot a privileged position to paper-and-pencil algorithmic drills. Unless this revolution succeeds, Maier argues, students will continue to find math revolting.

Julie Schilawski, mathematics department chair, Cary (North Carolina) High School

Eugene Maier is surely correct to maintain that paper-and-pencil practice alone is not sufficient to develop mathematical understanding. But he unreasonably exaggerates this contention. Granted, paper-and-pencil computations—as outlined in Bloom's taxonomy—are at the recall level of knowledge. And while this is the lowest level of learning, it remains essential—the fundament for advanced work. Like Maier, I agree that arithmetic proficiency requires far more than immersing students in a myriad of worksheets. I do, however, see merit in paper-and-pencil computations as a reinforcement of skills that are prerequisite to higher levels of mathematical comprehension.

This victimizes students. They are taught to manipulate mathematical symbols without any understanding of the basic meaning behind those symbols or any rationale for pushing them about. Their intuitive-holistic, right-brained knowledge about number remains unnurtured. The result is that their mathematical mind's eye is blind—they have no collection of images that helps them think about mathematics. They struggle in a quagmire of rules and procedures. They have neither the mathematical intuition nor the insight to give them a firm footing.

This preoccupation with paper-and-pencil processes is reflected in textbooks: they're full of "story problems" that are supposed to show the usefulness of mathematics. In reality, they are school-math, paper-and-pencil exercises in disguise. They have little connection with either the child's world or the manner in which math is encountered outside of school.

Small wonder that children find little satisfaction in studying school mathematics. Current practices convince them that the subject is part of another reality. Unless we abandon pencil-and-paper drill mania, build on students' informal knowledge of number and space, honor their intuitions, and focus on the development of knowledge and insight, school math will continue to be a "Wonderland." And students will remain uninspired, uninterested, and mathematically uneducated.

Jerry Hong, mathematics department chair, Blackfoot (Idaho) High School

Eugene Maier's article contains a number of valuable observations on both the learning and teaching of mathematics. I am, however, disturbed by his failure to give more attention to math as a key discipline for developing critical thinking skills. It is, of course, important to teach students to make change, pay bills, and balance a checkbook. But the focus of mathematics education should be on teaching students to think logically and to sharpen their decision-making and problem-solving skills.

John Turner, fifth/sixth grade teacher, Bittersweet Elementary School, Mishawaka, Indiana

As a teacher of elementary remedial math, I could easily document Eugene Maier's claims. But identifying problems is not enough. We need what Maier fails to provide—solutions. We need tools that help us identify students' strengths and weaknesses and then use those strengths to counter the weaknesses.

Success in this "basic" work requires an assessment of each child's auditory, visual, and kinesthetic modalities, provision of materials that stimulate these modalities, patience, and a solid dose of TLC. Only with this holistic approach can we teach a child the most important of all lessons—that he or she *can* learn.

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ON THE CUTTING EDGE

READING

Jeanne Chall

After I published *Learning To Read: The Great Debate*, I focused my research on describing the variety of activities we engage in under the general heading of "reading," and on determining the sequence in which children acquire the skills, abilities, and attitudes necessary to undertake these activities.

My recent book, *Stages of Reading Development* (McGraw-Hill, 1983), gives the results of that research. In it I present a scheme of six reading stages or levels. I believe readers go through them in about the same order, though they may take different amounts of time for each and though some may complete fewer than six.

Reading before grade 4 (my stages 0, 1, and 2) can be said to represent the oral tradition. Text read at these levels rarely goes beyond the language and knowledge that children have acquired themselves through listening, direct experience, and TV.

A major qualitative change occurs at stage 3—grade 4 for many children—when they begin to deal with texts representing the literary tradition. From this point on, both reading content and vocabulary go beyond what students already know.

Stage 3 can be seen as the beginning of a long progression in the reading of texts that become ever more complex, literary, abstract, and technical. Moving successfully through this sequence requires ever more general knowledge and sophisticated language and cognitive abilities on the part of the reader.

Teachers and other school people have long been aware of this change. They often report a slowing of reading advancement at about grade 4 or 5, referring to it as "the fourth grade slump." I believe that this

Gilad Y. Ohana

In 1967 Jeanne Chall addressed the phonics/look-say controversy in her highly acclaimed book, Learning To Read: The Great Debate. *In her latest work, Chall, an education professor and Reading Laboratory director at Harvard, maintains that reading skills develop predictably—but not always easily—in six stages from novice to mature reader. The biggest developmental hurdle? According to Chall, for many children, the level that begins at fourth grade. But, she notes, there's much teachers and parents can do to help students make it through the higher stages.*

change can be explained by the change in reading demands and the fact that many students' abilities do not match these demands.

In the early grades, the main task is to bring students' word recognition and decoding skills up to their more advanced linguistic and cognitive levels. From grade 4 on, however, the task is the reverse—to raise students' language and cognitive abilities to meet the demands of their texts—a more difficult task, indeed.

Recent research in our Reading Laboratory at Harvard indicates that teachers—and others, including publishers and parents—can do much to provide students with the experiences they need to read at these higher levels. Specifically, teachers can assign reading from a wide variety of trade books as well as from textbooks, deliberately use textbooks that are on a challenging level of difficulty in relation to students' reading ability, and give instruction in vocabulary meanings and in comprehension of text.

The recommendations of most of the recent commissioned reports on the American high school call for greater numbers of students to read at higher levels of maturity than they now do. A broad knowledge of how reading develops in individuals will, I hope, contribute toward making this task less formidable for educators, publishers, and parents.

Joyce Smith, chapter I reading teacher, Juanita Elementary School, Kirkland, Washington

In our school we look at reading *styles* rather than *stages.* In 1982-83 we began to match our teaching techniques to children's learning styles as revealed on Marie Carbo's *Reading Styles Inventory.* The inventory tells whether children learn better from visual, auditory, tactile, or kinesthetic modes and gives us an idea about their preferences for a reading setting and for working with other children. When we saw that below third grade, most children do not learn auditorily, we introduced more visuals and manipulatives. And where we used to see a plateau in reading achievement at fourth grade, we now find progress in that year—and more progress than before in all grades.

Ann Trinkle, reading teacher, Avery Elementary School, Bellevue, Nebraska

To get students reading at higher levels, teachers can use techniques such as modeling to help them relate what they're about to read to what they already know. Let's say they're about to read a follow-up story on the eruption of Mount St. Helen's. They'll read with greater comprehension if they read for a purpose, but most won't do so unless their teacher has modeled the appropriate behavior. For example, the teacher might ask aloud—and answer—such questions as "What do I know about lava's effects on regrowth of trees? On wildlife?" That helps children realize that one purpose a reader might have is to check predictions to see if they come true.

Barbara Nakaoka, reading resource teacher, Sierra Vista School, La Puente, California

Two of the methods we use in the middle school to teach higher-level—i.e., Stage 4—reading skills are units in technical information and in content-area reading. Technical information that relates to students' interests can include such items as magazines, catalogs, manuals, or travel brochures. By figuring out, for example, which travel package to Alaska offers the best deal, students learn the valuable skill of "compare and contrast." To help them learn content-area reading skills, such as following science lab procedures, we have used *Improving Reading in Every Class* by Ellen L. Thomas and H. Alan Robinson (Allyn & Bacon, 1981) as a guide.

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ON THE CUTTING EDGE

LITERATURE

Dorothy Strickland

Samantha McCormick

A teacher once told me that she "spent so much time teaching reading that there was no time left for literature." The irony in that statement lies not only in what it reveals about the priority set for literature, but about the great distance we put between how we learn to read and why we learn to read.

Certainly, our well planned and well executed reading lessons won't go very far if children are not stimulated to read widely and often. We know that practice (time on task) is important to reading development, but practice should not be misconstrued to mean more workbook pages, more ditto sheets and skills boxes, more anthologies.

The best reading practice is the practice learners get when they select and read books for personal pleasure and information. *That* is the real payoff in reading instruction.

As an author of and consultant to basal reading programs, I have serious concerns about the tendency toward overreliance on basal materials as a "total" reading curriculum. Basal programs function best in a context where teachers and students are free to use a variety of materials throughout the day. Used wisely, a basal anthology not only helps children discover the reading process, it also whets their appetites for other kinds of reading.

But workbooks and worksheets should be limited to only what is absolutely required—not dispensed to every child simply because they've been purchased.

Ironically, the push for excellence in education, with its increased emphasis on writing, may also distort the curriculum in the same direction as the emphasis on reading skills—reinforcing the decline in emphasis on literature.

English language programs at all levels should of course take advantage of the natural links between literature and writing. A rich literature program supports the writing program by providing literacy models, motivation for writing, and a sensitivity to language and authorship. But writing experiences need not be stressed to the detriment of experiences with literature.

Whenever educators and parents consider what is basic and important in the

Dorothy Strickland remembers her first year teaching fourth grade. "The stumbling, obviously meaningless reading of some of my fourth graders," she says, "was painful to listen to." Strickland, now a professor of education at Teachers College, Columbia University, has become convinced that some methods of instruction—"those that make reading more abstract and less connected with what children already know"—actually interfere with learning. Worse yet, notes Strickland, these methods are most often applied to the least capable readers! Literacy, Strickland argues below, requires experience with literature.

Evelyn McNeil, retired (1984) English department chair, Milby High School, Houston, Texas

Increased emphasis on writing should result in *increased* interest in literature. I recently asked my graduating seniors to decide which of five sonnets by Elizabeth Barrett Browning they liked best and to explain their choice in writing. None of the students was of more than average ability, but all had been or expected to be in love. Few would have read the sonnets without the assignment, but their lives have been enriched by their exposure to this poetry—as they happily admitted in their papers. Not all selections lend themselves to such a felicitous assignment, but an imaginative teacher can coordinate literature and writing in a way that gives both more appeal.

Nancie Atwell, eighth grade writing and reading teacher, Boothbay Region Elementary School, Boothbay Harbor, Maine

I want my classroom to be a literate environment where adolescents enter the world of written language and make it their own. Some special conditions establish this environment: daily blocks of time—almost two hours—for students to read and write. Each year they read an average of 35 self-selected books. They discover authors they love—Hinton, Bonham, L'Engle, Voigt, London, Frost, Cummings. We write thousands of letters back and forth about books, authors, reading, and writing. In writing class, students draw on their experiences as readers, discovering their own literary voices. One student said it best: "This year, I wrote reading and read writing. Thank you for the time to do both."

curriculum, they list the development of language and literacy. Unfortunately, in implementation we cannot be sure that a planned literature program will be included. English and language arts teachers should make sure that it is.

A creative and dynamic literature program can act as a catalyst for all aspects of language and literacy development. Most important, it has the potential for activating the minds and interests of what is too often the best hidden resource in the classroom—the learners themselves.

It is not surprising that a recent report of the National Assessment of Educational Progress showed that students who reported they valued and enjoyed reading and who voluntarily read both fiction and nonfiction daily were also the most successful comprehenders. Unfortunately, the Assessment also revealed that as children get older, the degree to which they valued and enjoyed reading lessens. Perhaps it is not unrelated that 17-year-olds, the oldest group of students tested, suffered a severe decline in inferential comprehension.

The development of independent, critical readers requires time and attention throughout all grades. It does not occur suddenly or magically, just in time for the high school competency tests.

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Carolyn Fahrbach, teacher, Informal Alternative Program, Barrington Elementary School, Upper Arlington, Ohio

My primary classroom has no basal readers, reading groups, or reading workbooks. My students read and write from the first day of school, but literature is the basis of the curriculum. Without the restraints of a basal reader, children read from books at their own ability and interest levels. At first some do no more than listen to stories or look at picture books, but they become familiar with the concepts of *print* and *story*. The rich language found in literature gives them all a greater range of vocabulary. My reward each year is passing on students who probably are already lifelong readers.

ON THE CUTTING EDGE

VOCATIONAL EDUCATION

Ernest Boyer

Joe DiDio

Putting students into boxes can no longer be defended. To call some students "academic" and others "nonacademic" has a powerful and, in some instances, devastating impact on how teachers think about students and how students think about themselves. It's as if we were to divide people into those who "think" and those who "work," when, in fact, life for all of us is a blend of both.

Today's high school graduates will change jobs—even occupations—several times throughout their lives. They'll require new skills, confront new citizenship obligations. Of necessity, their education will be lifelong.

That is why in *High School* we recommend that the three tracks common in many secondary schools—academic, vocational, general—be abolished. They should be replaced by a single track that provides the basic tools—language and computation—of a core education, plus a choice of electives. That will keep options open for work and education for all students.

Eliminating the vocational track does not mean abolishing all vocational courses. Many of these courses are enriching and useful as electives. What we would eliminate are narrow "marketable" skills courses that have little intellectual substance.

In the course of our studies for *High School*, we were told that conventional vocational courses were what kept kids in school. That, of course, is a worthy goal. But such courses must have a future payoff, too. What counts most for students who plan to go to work directly from high school is that their courses put them on the first rung of a career ladder and prepare them for many options. The evidence that vocational education can accomplish these goals is disappointing.

For one thing, few high schools can offer a full range of programs to match job options beyond the campus. Keeping

The reformers are after vocational education this year—not so much to remake the field as to encourage high schools to offer less of it and more of academics. One such reformer is Ernest L. Boyer, president of the Carnegie Corporation for the Advancement of Teaching in Princeton, New Jersey. A former U.S. commissioner of education and chancellor of the State University of New York, Boyer makes the case for a core academic education for all in High School: A Report on Secondary Education in America *(Harper & Row, 1983).* Today's Education *asked Boyer to elaborate on this theme from* High School. *His thoughts appear below.*

Emma Jo Spiegelberg, business education chair, Laramie (Wyoming) High School

Laramie High School is one comprehensive school where vocational courses are valued. Two-thirds of our students graduate with entry-level job skills because they completed at least one vocational course sequence. They can use these skills to finance further education (60 percent of our graduates go on to college) or to join the workforce full-time. As to "hands-on" experience: who would deny the value of keyboarding, a skill we teach in data processing/programming?

equipment up to date is too expensive. Nor do graduates of vocational programs (at least, the young men involved in a 1980 study) seem notably more successful than general graduates in obtaining the first job.

The fact is that training for most low-paying, entry-level jobs can be acquired on the job. And high-tech jobs require more technical training than most high schools can conceivably provide.

We must abandon the notion that every high school can offer a wide range of quality work-related subjects for all students. That ideal has had a fair trial and, for the most part, has not lived up to educational expectations. It has, however, contributed to labeling and tracking.

Still, where broad curriculum choices, up-to-date equipment, and well-trained teachers are available, we believe solid career-related courses should be available in comprehensive schools. There's a place for specialized vocational schools as well. But even in these schools, one should view vocational education as enrichment of—not a substitute for—the vital academic core.

One final point: since work is at the heart of our day-to-day existence, we also urge in *High School* that all students be required to take a seminar on work and to study the technological revolution. Such a program will broaden the meaning of vocational education and make it available to all students—not just those we have regrettably labeled "nonacademic."

Robert Lujan, graphic arts teacher, El Paso Technical Center, El Paso Independent School District, Texas

School districts that want to make the investment can keep their equipment up to date. At the Technical Center, we have the latest computerized phototypesetting equipment. In four local printing plants that are part of a national chain, 90 percent of the employees and managers are our graduates. At the same time, another graduate just got an honors degree in communications from the University of Texas at Austin. We don't put people into boxes; we open boxes and expose young people to opportunity.

Linda Proctor, vocational agriculture teacher, Dobson High School, Mesa, Arizona

Everyone can name the foreign competition for Ford or Harley-Davidson or U.S. Steel, but who is it for Quaker Oats, Coca-Cola, or Green Giant Peas?

Agriculture helps keep the U.S. economy internationally competitive. That's why Mesa, an urban school district, has four *growing* vo-ag programs. But no one should be misled by the sheep grazing on our grounds: we do more than teach production agriculture. Our introductory course, which includes horticulture, conservation, and agricultural mechanics among other subjects, qualifies as a science course, and this year we're introducing a full-year course in agribusiness.

RESOURCES

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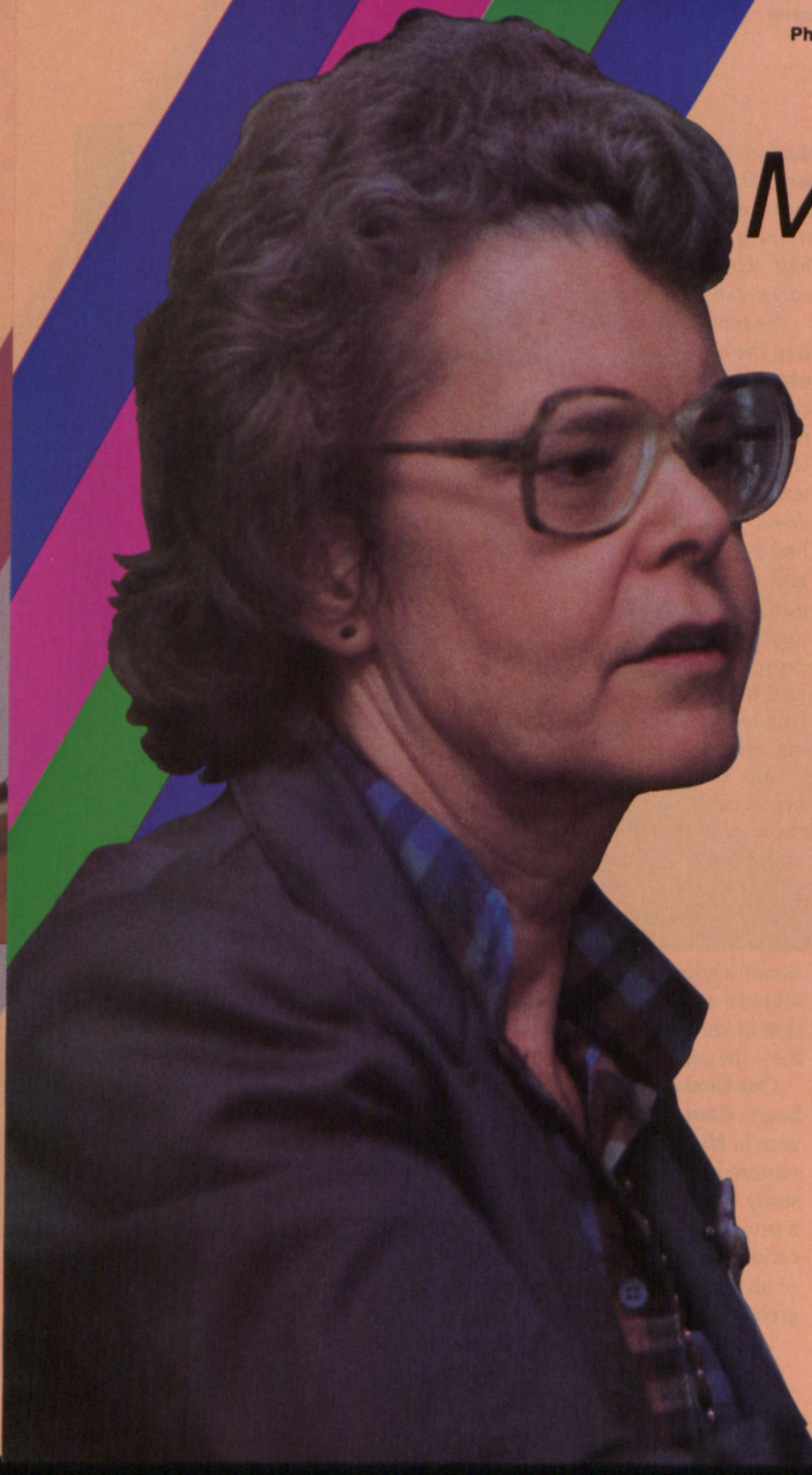
ON THE CUTTING EDGE SCIENCE



Phyllis Huff

Most Americans are scientifically and technologically illiterate. But despite the proportions of this problem, both elementary and secondary science teaching have changed little during the past decade.

Science knowledge has doubled since 1965. But most textbooks in use today still depict the pre-1965 scientific world. The result, very often, is courses in obsolescence.

Compounding this problem are the depressing facts uncovered by recent studies: most elementary schools lack an active, comprehensive science program; many high school students stop their science education as early as the ninth grade; most courses taught at the secondary level are elitist—designed for students who have already shown high-level scientific ability.

What can schools do to narrow the gap between the scientific haves and have-nots? The first step is to alter prevailing attitudes. Teachers tend to see science as a subject only for a select group of people, and some—particularly elementary teachers—are so intimidated by science that they avoid teaching it at all costs.

These teachers must learn—as must so much of our population—that science is not some arcane academic discipline but rather a vital part of everyday life; that scientists are not "wild-haired men in white lab coats with bubbling test tubes" but ordinary people of all races, sexes, and colors. Each one of us becomes a scientist the moment we ask "why" or "what would happen if."

If teachers are to provide science lessons that motivate students, they must first discover for themselves the excitement of *doing* science. They must seek—in fact demand—in-service programs, interdisciplinary team-teaching, and opportunities to exchange ideas with trusted resource people.

Alan R. English

The best way to teach science? Teachers, maintains Phyllis Huff, must engage students in activities that drive home the message that science is a vital and joyous part of everyday life. Huff, an associate professor of education at the University of Tennessee, is the president of the Council for Elementary Science International. Her personal interest in science started with a toaster and a clock. Huff knows she took them apart, but doesn't remember whether or not she got them back together. She is sure that the challenge was the beginning of her life-long love affair with science.

F.G. "Bud" Ellis, biology and chemistry teacher, Addison (Michigan) High School

One solution to the fear many elementary teachers experience when entering the scientific realm is access to an accomplished part-time science consultant. Most school districts already have staff who could fill this role. The pressing need now is to start using them.

School districts need only to free up a creative secondary or middle school teacher for one period each day to work with elementary staff developing "real" (as opposed to textbook) science activities. The importance of the result—improved attitudes towards science—cannot be overestimated.

When should science teaching begin in the schools? The earlier the better. Young children are natural scientists: they're curious and eager to test their own theories. This trait needs to be nurtured, not stifled by the "right answer by the book" syndrome so common in our schools. Children need to realize that everyday activities—enjoying a sunset or a rainbow, marveling at the intricate design of a snowflake or a spider web—are the beginning of science, perhaps even the essence of science.

At the secondary level, specialized science courses will remain necessary. But just as vital are programs for those students not planning to continue studying science. The focus of these courses should be science in the everyday world. Why not a "Chemistry Is Cooking" class? Or "Physics Under the Hood of the Automobile"? Students need to learn that science is a part of their immediate world.

We can more easily reach this goal when science is more fully integrated into the curriculum. Bringing science into reading programs has been shown to increase children's reading level and vocabulary. Science is also present in music, art, the social studies, physical education. In fact, science is everywhere around us. And studying it offers us the opportunity to better understand our world and ourselves.

For too long, we have limited that opportunity to too few. It's time to guarantee all students equal access to the world of science.

Barbara Kagan, computer resource teacher, Moanalua High School, Honolulu, Hawaii

In an age when scientific knowledge and technological advances are so quickly rendered obsolete, textbooks must be chosen on the basis of how effectively they explain the scientific method. Science, after all, is fundamentally a *process*—a technique far more valuable than any of its *products*. Phyllis Huff's article fails to recognize this decisive fact.

What we need is to coordinate the use of textbooks dealing exclusively with the scientific method *and* resources embodying current information. The latter should include encyclopedia-type yearbooks and computer information systems. Surely the alternative Huff suggests—the popularization of science through a smorgasbord of "useful arts" courses—won't suffice.

Charles Doyle, science teacher, Wall (New Jersey) Intermediate School

I could not agree more with Phyllis Huff that every student—and every adult for that matter—both deserves and should have a basic understanding of science. All citizens should possess fundamental knowledge about the air we breathe, the food we eat, the water we drink, the sources of energy that heat and light our homes, the disposal systems for the mounds of garbage we create, and the damage we continue to inflict on our environment. This is basic literacy, and far too many of our students lack it.

RESOURCES

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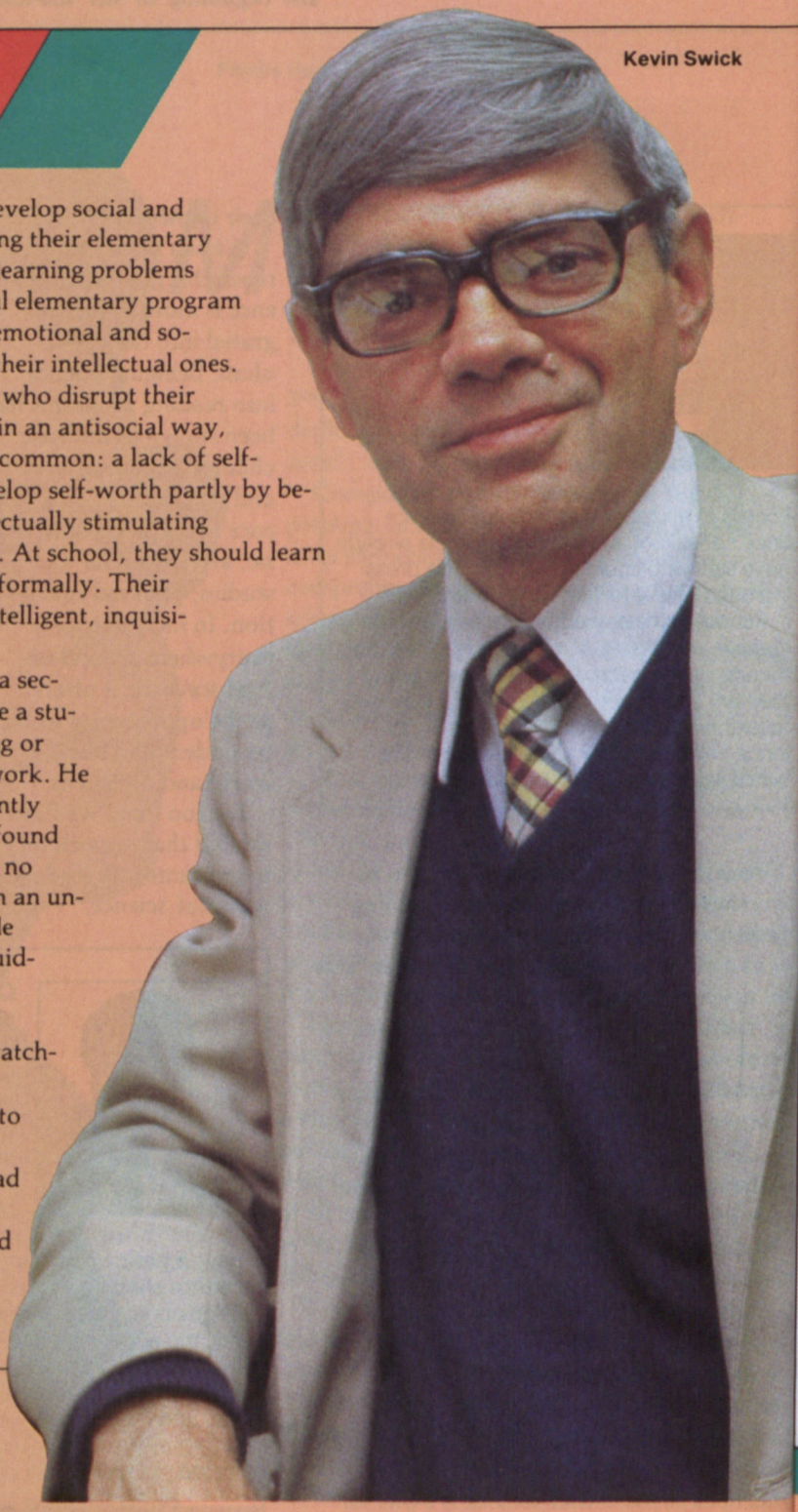
ON THE CUTTING EDGE

ELEMENTARY EDUCATION

Kevin Swick



Doug Gilmore

Ideally, youngsters develop social and emotional skills during their elementary years. If they don't, learning problems result. So a successful elementary program considers children's emotional and social needs as well as their intellectual ones.

Students who fail, who disrupt their classes, who behave in an antisocial way, all have one thing in common: a lack of self-worth. Children develop self-worth partly by being exposed to intellectually stimulating people and materials. At school, they should learn both formally and informally. Their teachers should be intelligent, inquisitive, and caring.

Recently, I visited a second grade class where a student seemed unwilling or unable to grasp the work. He sat in silence, apparently ovewhelmed. I later found out that this boy had no friends and lived with an uncle who didn't provide any supervision or guidance.

When the boy told me that he enjoyed watching baseball on TV, I asked him if he liked to play ball himself. He replied that no one had ever invited him to play. So this child had never experienced being important. His most basic requirement—to be needed—had never been met.

I can't overstress the importance of

Kevin Swick, professor of early childhood education at the University of South Carolina's College of Education, has taught at the preschool, elementary, and high school levels. His classroom experiences have convinced him that emotional development plays a crucial role in the learning process. Swick contends that students who don't develop socially also often stumble intellectually. What can elementary educators do? Teachers in the early grades, says Swick, need to help children build their individual identities.

self-esteem in helping a child fully develop. Last year, I substitute taught a kindergarten class for a day. We started with each youngster sharing something personally important with the rest of the class. Such an activity tells each child that his or her ideas are important. Indeed, a feeling of self-worth permeated that day's activities. The kindergartners had a sense of their value to the learning process.

Daisy Clemmons,
first grade teacher,
Gibbs Elementary
School, Canton, Ohio

When a school responds to the "total child," the result is almost surely healthy parent-teacher-student relations and few discipline problems.

To develop self-esteem in my classroom, I draw what I call "me portraits" of each child and have the child cut out and dress the portrait. I also teach my students songs such as "Special" and "Believe in Yourself" (both from the *Sesame Street* album "Aren't You Glad You're You?" by Distinguished Productions, Inc.) and poems such as one by Ruth Pederson, which includes the lines, "I am special. I am me. There's no one I'd rather be than ME."

Jane Charmoli,
fourth/fifth grade
teacher, Kenwood
Elementary School,
Louisville, Kentucky

Kevin Swick characterizes the needs of elementary students to a *T*. But redesigning elementary curriculum guides to make them more child-centered—while still emphasizing content—would be taking only one step toward meeting youngsters' needs. We must go further.

In-service programs should be revised to stress meeting all the needs of students in all content areas. And universities should incorporate this attitude into both their undergraduate and graduate classes for prospective teachers and their classes for current teachers who are continuing their education.

Our challenge as teachers is to plan programs that challenge students' problem-solving abilities, stimulate them to use many creative approaches to life, and give them opportunities to integrate and apply newly acquired skills.

We need to ask ourselves: Are we fostering children's identities as significant and productive persons? Is our school's program based on our knowledge of how children develop and learn? Does the curriculum allow for the varied learning styles of children? Are parents and citizens involved in children's learning in the home, school, and community?

We must use the answers to these questions to refine and—if necessary—reformulate our curriculum. The job requires community support, but as teachers we must lead the way.

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A Place Called School. John I. Goodlad. McGraw-Hill, 1984.

Susan Hubbard,
Chapter I reading and
math specialist,
Highlawn Elementary
School, Huntington,
West Virginia

As a remedial reading and math teacher, I work with a group of students who have varied emotional and social needs. Most of these students lack a sense of self-worth. That must be remedied before they can grow intellectually.

Each child needs an individual curriculum that will offer positive achievement and reinforcement so self- worth can be achieved. Only then will learning occur.

I agree with Kevin Swick. As teachers, we must develop the whole child—socially, emotionally, and intellectually.

ON THE CUTTING EDGE

HOME ECONOMICS

Mildred Griggs

In the 1980's, home economics courses are part of both general education and vocational education. They offer benefits for all students, male and female, the academically able and the less able.

General education is for everyone, because it prepares students for daily living. Here home economics is an important component. We all need to be prepared to:

- choose food that will nourish us well.
- select clothing that will protect us and enhance our appearance.
- make satisfying consumer decisions.
- select and maintain a residence.
- develop and maintain satisfying relationships with peers, family members, friends, spouses, and co-workers.
- provide for the educational, emotional, social, and physical development of family members.

Home economics is also an important type of vocational education, recognized as such since the first federal vocational legislation was passed in 1917. Vocational home economics prepares students for the occupation of homemaking or for employment in occupations that utilize home economics knowledge and skills.

All who make homes for themselves or others will engage in the occupation of homemaking—and, today, this means virtually all students. Both men and women have begun to assume nontraditional roles: more women are in the labor force than ever before, and more men are taking responsibility for work in the home.

Neil Sheeh

As more and more women—and men—assume nontraditional roles, the discipline of home economics is changing. The home economics programs of the 1980s, says Mildred Griggs, must carefully combine both general and vocational education approaches. Griggs, a professor of home economics education at the University of Illinois in Champaign-Urbana, served as president of the 32,000-member American Home Economics Association in 1982-83.

Home economics courses can help prepare students to assume the dual roles of wage earner and homemaker. This preparation, as outlined in the federal vocational education act of 1976, should include at least consumer education, foods and nutrition, family living and parenthood, child development and guidance, housing and home furnishings, home management, and clothing and textiles.

The second type of vocational home economics, education for occupations that utilize home economics knowledge and skills, generally prepares students for work in a cluster of related occupations, not for entry into a particular job. Some students enter one of these occupations upon graduation from high school. Others go on to two- or four-year colleges, universities, or some other form of postsecondary education before entering the labor force.

These clusters of home economics-related occupations include:

- human care, guidance, and service.
- clothing management, production, and services.
- food management, production, and services.
- home furnishings, equipment, and services.
- institutional and home management and supporting services.

The range of occupations in each cluster goes from entry to professional level; the preparation required, from high school to advanced graduate education. These occupations thus appeal to young men and women with varying ranges of academic ability.

Betty Dickson, consumer homemaking teacher, Floyd D. Johnson Vocational Center, York, South Carolina

Students learn basic math, science, writing, and speaking skills in all home economics classes. We need to convey this in any way possible to educators in other fields.

Most students will need the knowledge and skills to carry out the dual role of wage earners and homemakers.

Home economics provides hands-on experiences that allow students to gain the knowledge and skills they will need to have a successful personal and home life and as contributing members of society.

RESOURCES

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Janet Robertson, home economics teacher, Shoreline High School, Seattle, Washington

Our Career and Power Sewing Program illustrates Mildred Griggs' ideas. Each day 120 students from our three district high schools use the program's power sewing machines and full cutting facilities. Although the program is geared to our regional outerwear and sportswear industry, the skills we teach are transferable to home sewing and cottage-style industries as well, and the class develops students' accuracy, productivity, and pleasure in learning.

JoAnn Burnett, Tulsa County (Oklahoma) Area Vocational-Technical School District No. 18

People are the greatest resource in every society, and home economics is a people-centered program that awakens individuals to their own potential. From infancy to old age, people of all kinds and abilities need the skills and knowledge we teach in home economics programs.

The broad scope of home economics encourages all students to see their role in society, accept themselves, and improve the quality of their lives.

ON THE CUTTING EDGE

SOCIAL STUDIES

Howard Mehlinger

Jeff Smith

The main problem with social studies is that it doesn't know where it wants to go; therefore it won't know when it has arrived and is uncertain whether it's making progress, sliding backwards, or wandering in circles.

Even the term social studies is used imprecisely. Some employ it as a convenient phrase to represent a segment of the secondary school curriculum that includes history, geography, political science, sociology, economics, and psychology. To them, social studies is but a department label that clusters courses sharing similar characteristics.

For others social studies is a new academic discipline, divorced—or at least separated—from the parent disciplines, drawing upon history and the social science for many of its concepts and theories, but neither bounded nor controlled by these disciplines.

What are the consequences of all this confusion? One result is that no group of scholars has assumed responsibility for its content the way such groups have for mathematics, literature, or science.

Professors of social studies education discuss the role of social studies and inquire into how it is (or should be) taught. Meanwhile, historians and social scientists pursue their own research interests with little regard for whether their findings penetrate school classrooms.

Having cut itself loose from traditional academic moorings, social studies is adrift, directed here and there by fads and political pressure. You can find curriculums devoted to teenage pregnancy, drug abuse, juvenile crime, and urban riots. With these new twists, who can say what it means to provide students with a basic education in social studies? Worse yet, who cares that American students may be missing it?

If the entire field is in disarray, the state of values instruction is even worse. It's difficult to imagine how any teacher could want to teach social studies without promoting some set of values. If education's goal is to prepare autonomous individuals capable of reaching independent judgments, then there's a need to emphasize core values.

Yet some social studies educators believe that the schools should impose no values at all but simply present the alternatives and let students choose.

Probably most social studies educators

Without some real reform and direction, warns Indiana University Dean of Education Howard Mehlinger, social studies could go the way of the dinosaur. Because the subject lacks standing as an independent academic discipline, its content gets pulled in all directions, "directed here and there by fads and political pressure." Who, asks Mehlinger, can say anymore what it means to provide students with a basic education in social studies? Worse yet, he wonders, does anyone really care what today's students may be missing?

would agree that citizenship education provides the principal *raison d'etre* for the field. But such consensus means very little, because there's no agreement about what youth need to know in order to become good citizens. As a result you can find just about anything from Roman history to environmental education being taught under the banner of citizenship education.

Meanwhile, what accounts for the survival of social studies in the curriculum? Tradition, more than successful innovation. Traditional subjects such as American History, civics, and U.S. government remain in most secondary school curriculums, despite occasional attempts by reformers to replace them with other subjects.

But social studies cannot live in the past. Its place in the schools is less secure than it once was. Recent proposals to strengthen the school curriculum have largely ignored social studies. And that's ironic. Now, more than ever, the field could use the attention of serious-minded reformers.

Pat Geyer, social studies chair, Brannan Middle School, Sacramento, California

Howard Mehlinger and other critics should come to California classrooms and see how social studies has changed there in recent years. Innovations include:

- A California History/Social Science Framework, which defines and develops basic skills, critical thinking, citizenship participation, and values, from kindergarten through 12th grade.
- An evaluation of student progress throughout the grades, by means of the California Assessment Program, districtwide exams, and teacher tests.
- A rigorous program for teacher credentialing, including district examinations and recognition and remuneration for outstanding teachers in all areas.

Teachers, professional organizations including the California Council for Social Studies, and elected officials have cared enough to build a vigorous, disciplined social studies program.

What has happened in the rest of the nation?

Dean Chandler, social studies teacher (on sabbatical), Pittsburgh, Pennsylvania

At times it sounds as though Howard Mehlinger is discussing reform of the entire curriculum, and that's as it should be. The problems he describes aren't only applicable to our field.

I don't believe reform will come to social studies until it comes to the entire educational system. Educational excellence demands that all curriculums have consequences relating to affective, cognitive, and psychomotor skills. Evaluated in this way, social studies curriculum may come up short, but so might some other disciplines. Let's scrutinize all school curriculums. Then we can begin the task of reforming our educational system, including social studies.

Larry Hutt, social studies chair, Sheridan (Wyoming) High School

Howard Mehlinger has good reason for concern about the tremendous variation in social studies education. But what we must all keep in mind as we work to improve social studies (no matter how we define it) is that the subjects we teach provide outstanding tools to educate our youth.

Every social studies content area is ideally suited to help students learn a variety of essential skills, such as the abilities to analyze, to think critically, to draw and support valid conclusions, to communicate, and to evaluate. If our students learn to do these well, they'll have obtained a good social studies education, no matter what specific classes are taught.

RESOURCES

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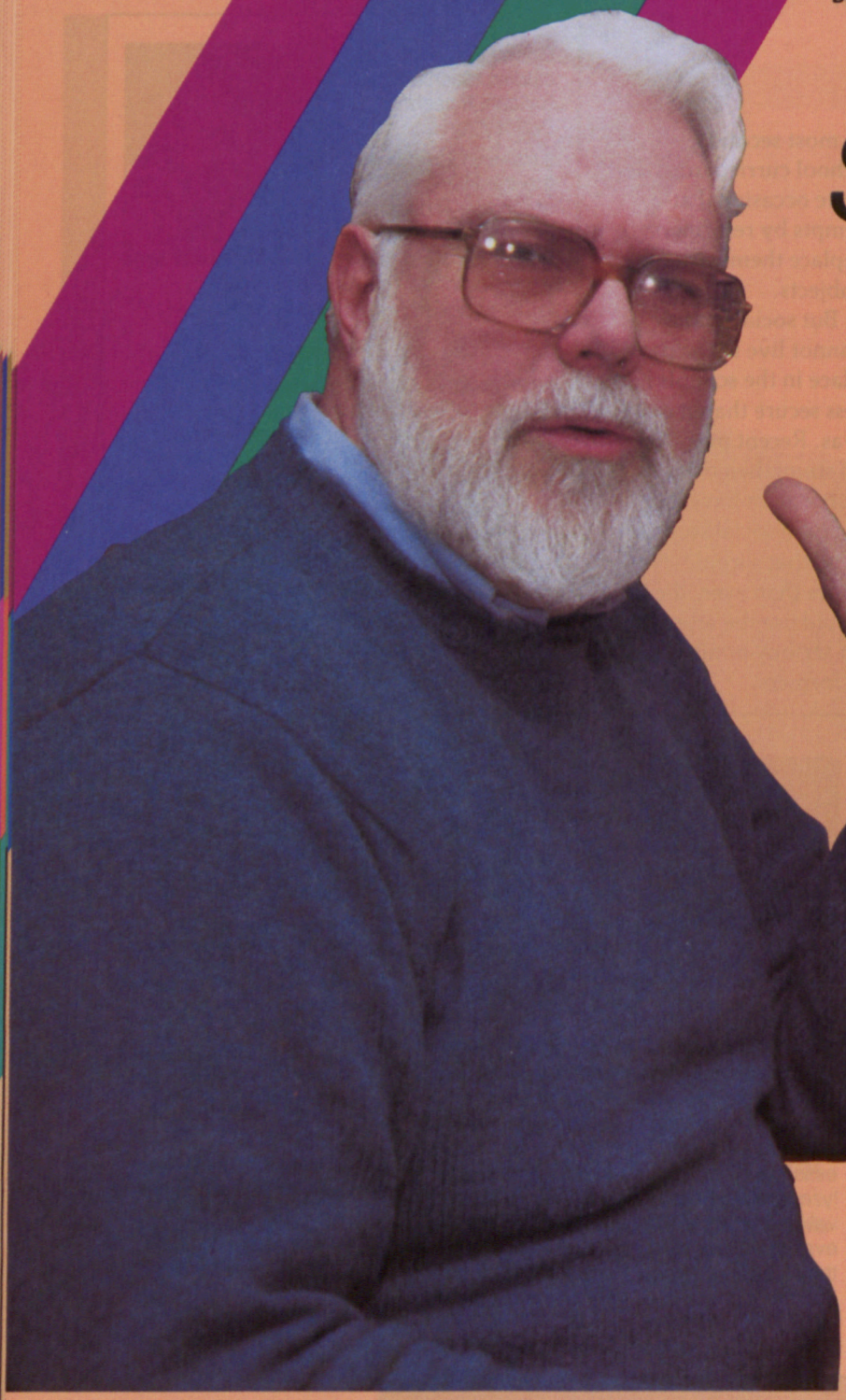
ON THE CUTTING EDGE

WRITING

Donald Murray



Bob LaPree

Students become motivated to write when they discover that by so doing they can explore, record, examine, and speculate about meanings in their internal and external worlds. They discover that writing is *not* thought recorded after it has taken place, but rather thinking itself—humanity's disciplined, unique way of making meaning. In fact, students discover what they are thinking as the page starts to fill.

A writers' scribbled notes, abandoned outlines, false starts, erasures, crossings, rejected drafts are the tracks left by an intelligence in its hunt for meaning. The writer thinks by creating a series of texts.

First is the *text of intent*, written in the mind or on the page, usually in notes. It is what we expect to write.

This is destroyed by the *text of reality*, the draft we produce. When it is working, this draft betrays the text of intent and moves forward to meanings that surprise the reader. This new text, almost on its own, corrects, adjusts, extends, develops, revises what we had planned to say, and presents us with its own meaning.

That text, in its turn, is attacked by the *text of response*. We stand back to read the text that has surprised us, revising and editing it to make our thinking clear.

Of course, we may read that final text

Too many schools emphasize the "cosmetics" of writing—spelling and usage, for instance—and ignore the thinking that's central to the writing process. That's the opinion of Donald Murray, a professor of English at the University of New Hampshire. Murray first became interested in writing as a child when he found that authors did what he had been doing secretly to cure his loneliness: invent characters and then make up stories about them. Remembers Murray: "I read the biographies of writers to see if I could discover the secret of their magic. I couldn't, but I'm still searching."

Lenora Hay, English teacher, DuPont Manual High School, Louisville, Kentucky

Donald Murray's description of the writing process invites us to help students while they are writing texts. We need to guide student writers from one preliminary draft to another by asking pertinent questions—and to assign students more actual writing in the classroom so that we and their classmates can respond promptly to what they write. My experience shows that high school students produce more articulate final drafts when they receive teacher and peer response throughout the creation of those texts. This is because the "hunt for meaning" has been encouraged and developed.

Lynne Alvine, English teacher, Parry McCluer High School, Buena Vista, Virginia

Last year, five Buena Vista teachers—looking for ways to make writing a better learning tool—kept teaching journals. They recalled their own experiences in learning to write; reacted to theoretical readings; noted questions students asked when approaching writing tasks; and charted successes, failures, false starts, and misperceptions—both their own and their students'. The journals became *texts of discovery*. They revealed new perceptions and beliefs that caused the teachers to modify their classroom practices. The result: a move to what should be the basic of every classroom: the use of language to make meaning.

and find our hand starting to write again, and so we pass once more through the process of thinking. Or we may present our final—we think—draft to others who examine our thinking and tell us their own texts of response, revealing what they think we have said and what they think we should say. These reactions often make us return and reconsider—passing through the cycle of intent, reality, and response again and again.

The act of writing is at the center of any curriculum that presumes to teach thinking, because writing forces the student to think and then allows the student to expose that thinking to self-criticism and to the criticism of others. As draft follows draft, the writer, the writer's peers, and the instructor monitor the writer's thinking. And the writer in turn, observes and evaluates the thinking of others.

Most of the fuss about the teaching of writing in our schools misses the point. Instead of composition programs that encourage thinking by demanding frequent writing from students and allowing them to develop their own subjects, schools focus too much on handwriting, spelling, usage, mechanics. These are relatively small matters that can—and should—be mopped up on the final draft. Emphasizing them has, in many school systems, made writing trivial and eliminated instruction that allows students to learn that writing *is* thinking.

Linda Schulte, sixth grade teacher, Hardin School, St. Charles, Missouri

I concur with Donald Murray that writing is thinking. Our brain is a complex organ that takes in information from our senses. But it doesn't begin the awesome task of classifying, interpreting, and synthesizing this information into logical thought patterns unless called upon to think.

Most students will agree that the most difficult test to master is an essay where memorized facts must be processed into sequential order in much the same way as a geometric theorem. Faulty reasoning produces incorrect results that become obvious when written.

RESOURCES

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ON THE CUTTING EDGE

LIBRARY MEDIA

Rosalind Miller

Greg Jones

Unless we want to become extinct, we library media specialists must define a new role for ourselves. That role should be, I'm convinced, to become partners to teachers in providing instruction. We must recognize that teachers—not students—are our primary clients, that teachers' needs for materials for individualizing instruction—not students' needs for materials for enrichment—are our primary concern.

We've got to put aside the image of ourselves as people who gather the children around and read them a story. Of course, we'll provide books and other media to support the elementary language arts and the secondary English curriculums. But we can't operate school media centers—as many still do—as if they were small public libraries that happen to be located in school buildings.

A model already exists for a media center whose function would be to support the school staff in their roles as instructors. That's the special library. Special libraries are collections of materials selected to meet the professional needs of the staff of an organization. They're different from public libraries, which exist to serve the information and entertainment needs of all citizens.

Historically, in many places school libraries followed the public library model because they preceded a strong public li-

Budget and staffing cuts are threatening to wipe out the profession of school librarian altogether, notes Rosalind Miller, a professor in the library media unit at Georgia State University in Atlanta. Miller maintains that it's time for school library media specialists—note the updated, more accurate title—to rethink their professional mission. It's not enough, she argues, for them to be "useful:" they must become indispensable—to teachers.

Virginia Moore, librarian, Anacostia Senior High School, Washington, D.C.

A machine can do most of the things Rosalind Miller would have library media specialists do. We're not there just to provide materials, but to make them come alive so students will become lifelong users of books and other media. I work entirely with audiovisuals, but feel I'm mainly a teacher. I give a course in media to the library assistants. I teach students how to make dry mounts and transparencies for their projects. Members of my library club read aloud to younger children in their neighborhoods. I work with teachers, too—recently with the social studies chair to prepare students to appear on the PBS "Why in the World" program.

brary system. Children had no source other than the school library for recreational and informational reading.

That situation no longer exists. Services to children and young adults are now strong components of public libraries. School librarians no longer need to duplicate their work.

Instead, following the special library model, we should focus primarily on the instructional needs of the teacher—our major client—and select materials and organize services accordingly. The school librarian should become someone who:

► chooses learning materials with the objectives of the curriculum in mind.

► creates a collection that users can access according to learning objectives and curriculum designators rather than the traditional subject headings.

► provides help for students who are having difficulty achieving specific learning tasks.

► helps teachers and administrators use emerging technologies for instruction.

► provides computer-assisted searches of education data bases for information on specific problems, e.g., improving student writing skills.

► uses computer technology to provide a resource-sharing network for the school district.

The media specialist who engages in these activities will be an active partner in instruction rather than manager of a peripheral service. And he or she will have a job.

Barbara Hooper Heckart, elementary librarian, Xenia (Ohio) City Schools

I refuse to take sides between working with teachers and working with kids. We do both very well right now—including most of the tasks Rosalind Miller has outlined.

As *the* elementary librarian for seven buildings, 160 teachers, and 3,200 students, I work with teachers rather than students by necessity. I rarely do read-aloud programs, but I do plan reading incentive programs and media fairs. I recommend books and other resources for teachers to use with students. I arrange building visits by authors and illustrators. I work with teachers to develop special programs, such as the Shakespeare unit I am planning with a fourth grade teacher.

Al Saley, media specialist, Mountain Lakes (New Jersey) High School

I wish Rosalind Miller had explicitly suggested an end to teaching with textbooks. Teachers have expressed dissatisfaction with them again and again in many forums, including last year's edition of *Today's Education.*

Without texts, teachers would use a variety of materials in many formats. Working together to choose them would make teachers and librarians true partners in education.

But I don't think librarians need choose as narrow a role as Miller spells out. Total library programs involving both instruction and enrichment will survive.

RESOURCES

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ON THE CUTTING EDGE COMPUTERS

David Moursund

Brian Erb

Forty years ago nobody had access to a general-purpose electronic digital computer—the first such machine was just being built. Forty years from now computers will be handy to everyone in a developed nation. All students will have computers to use whenever they like, at school or at home.

Computers are proliferating because they are very useful and becoming more so. As general-purpose tools, they combine important aspects of pencil and paper, books, television, and telecommunication systems. Hardware is increasing in quality and decreasing in price. More and better software is becoming available. In time, computers will be as integrated into our educational system as pencil and paper, books, and the three R's are today.

Many educational leaders recognize the current capabilities and growing potential of computers. They have moved rapidly to implement appropriate computer-related educational ideas. The idea that all students should become functionally computer literate has widespread support. Definitions of functional computer literacy differ, but many school districts have set goals like the following:

- Every student should have adequate opportunity to use a variety of computer-assisted learning materials in a number of different disciplines and at varying grade levels.
- Every student should receive an introduction to computer science. Typically, this should include some computer programming as well as the study of topics such as the social, ethical, and vocational aspects of computers.
- Every student should learn to use a computer as a tool and as an aid to problem-solving in a variety of school subjects.

Computer literacy is as important for teachers as for kids, maintains David Moursund, the president of the 14,000-member International Council for Computers in Education. The key question is: How much about computers do teachers need to know? Moursund has written close to a dozen books on computers and teaching, including Introduction to Computers in Education for Elementary and Middle School Teachers. *He teaches in the Department of Computer and Information Sciences at the University of Oregon in Eugene.*

Jennifer Salls, math department chair, McQueen High School, Reno, Nevada

David Moursund identifies two areas of major concern that must be confronted before computers will be completely integrated into the curriculum. Equity will be possible only when every school has enough computers, appropriate software, and aggressive teacher in-service programs. Teachers will incorporate computers into their classrooms only when they know computers can improve the educational quality of their courses—and then full-time computer specialists must be available to help them do it. We must also learn to recognize and demand educationally sound software.

This third goal best illustrates the applicability and usefulness of computers. Consider a student in a social studies course who uses a computerized information retrieval system to gather information and data on a topic. The student stores the data in a personal database system and later uses a graphics package to produce charts and graphs for a paper the student writes on a word processing system.

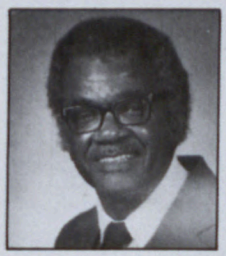
What roles will teachers play in helping students achieve the three goals I've listed? Some of the work, especially on the second goal, will be done by computer specialists. But every teacher will need to contribute to goals one and three, helping raise students' level of functional computer literacy. Every teacher will therefore need to be functionally computer literate.

As students' computer literacy and access to computers continue to grow, several types of problems will grow with them. Two of the toughest are:

► *Equity.* There will be major differences in the amount and nature of computer access and the quality of computer-oriented instruction that different students receive.

► *Teacher education.* Teachers need help. They cannot be expected to become functionally computer literate without substantial in-service education and other types of support.

NEA can play a leading role in addressing both types of problems. Further help is available from specialized professional bodies like the International Council for Computers in Education.



Bob Jackson, computer teacher, Booker T. Washington High School, Tulsa, Oklahoma

David Moursund asserts that every teacher has a contribution to make if students are to achieve the goals he defines. The general lack of teacher preparedness to teach some computer literacy will truly be our greatest hurdle in coming years. As a major effort is undertaken to bring computer literacy to all of today's teachers, all teacher training institutions should ensure that no future teacher will be certified without competence in computer science.

Jim Stark, computer teacher, Nampa (Idaho) High School

Be careful: David Moursund is wrong in expecting all teachers to add to students' knowledge of computers. I enjoy music and have a basic understanding of it, but I expect my students and my children to learn music from a teacher who has more skill and a better understanding of how to teach it.

We can stress the need for computer skills and show ways to use them, but most instruction should come from people trained to teach about computers, not just use them.

RESOURCES

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ON THE CUTTING EDGE

INDUSTRIAL ARTS

James Bensen

As our nation made the shift from an agrarian to an industrial society, the call arose for an understanding of technological "know-how." Society's first response was to install manual training programs in the schools. Rapid changes in industry, however, soon called for a more "industrial" program. The skills and understanding required by mass production became the norm in the curriculum, and the term "industrial arts" came into use.

Today an ever-increasing thirst for additional "know-how" driving a revolution in computers, new materials, electronics, and optics. As we acquire new technology, we use it to move even further into a fascinating future. Of all the technology ever developed by the human race, percent has been put in place during the last 25 years. Around the turn of the century doubled our technological knowledg every 50 years. We now expect to doub that knowledge three times by the year 2000.

Clearly, industrial arts remains a necessary part of general education. all need to be technologically literate i we are to be contributing citizens in our own culture. We all need knowl-

Layne Pitt

Although some industrial arts programs still languish in the old "manual arts" mindset, industrial arts education as a whole is giving students a taste of the future. So argues James Bensen, dean of the School of Industry and Technology at the University of Wisconsin-Stout in Menomonie. In schools across the country, notes Bensen, industrial arts programs redefined in tune with today's high technology industries are exciting students and teachers alike. The technical programs at Bensen's own campus, which attract 3,000 undergraduates, imaginatively connect students and faculty with industry.

Raymond Buggs, industrial arts teacher, Lewis and Clark Junior High School, Omaha, Nebraska

The future of industrial education depends in part on present planning that involves both industry and the community. We need to give attention to:

- ► maintaining up-to-date courses.
- ► staying in tune with the needs of industry for skilled workers.
- ► identifying resources for growth and innovation.
- ► recruiting students for nontraditional roles—for example, men in home economics, women in trades.
- ► mainstreaming.

edge, skills, and attitudes that reach across the spectrum from the common handtool to the computer-controlled machine.

To provide this necessary learning, many states require every junior high or middle school student to take an industrial arts course. At the high school level, where the courses are generally elective, dynamic technology-based programs attract all types of students, from the less able to the "high flyers." For many girls, such programs open up the whole field of technology. One high school reports that 9 out of 10 students take a technology course.

How are industrial programs providing the broad education that is their responsibility? True, some haven't changed much since the "manual training" days, but those that are technology-oriented are bursting with excitement and new experiences. Students in these are using computers in design, programming robots, setting up manufacturing systems, designing solar collectors, and working in fiber optics. They're working in research and development teams, operating enterprises, using alternative modes of learning—in courses with broad conceptual titles such as communications, construction, manufacturing, and transportation.

In courses oriented to problem-solving and design, students work like inventors or designers, with the creative technologist's personal discipline and attention to detail.

The technological world of the future can bring us utter destruction or a near utopia. To use technology wisely and appropriately we must understand it. Industrial arts, then, is one of the most important elements in our education.

Les Litherland, industrial arts teacher, Everitt Junior High School, Wheat Ridge, Colorado

I strongly agree with James Bensen: everyone needs to be technologically literate. Industrial arts programs that offer technical-based educations can provide opportunities for all students to become technologically literate, with hands-on experiences to reinforce the information. As the technology movement spreads across our nation, changing the content of our industrial arts programs, students are starting to realize that we have more to offer than birdhouses.

RESOURCES

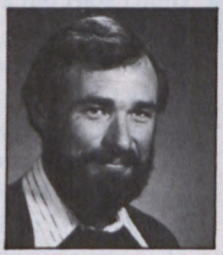
Connections. Series of 13 60-minute videotapes. For rental through the universities of Arizona, California, Florida State, Illinois (Champaign-Urbana), Iowa, Pennsylvania, and Washington.

Fast Forward. Two series, 15 30-minute videotapes in each. Order through Television Ontario, Suite 163, 4825 LBJ Highway, Dallas, TX 75234.

John Naisbitt Trends Letter. 4-page biweekly newsletter.

The Technology Teacher. American Industrial Arts Association. Published eight times a year.

The Futurist. World Future Society (4916 St. Elmo Ave., Bethesda, MD 20824). Published bimonthly.



Rick White, industrial arts teacher, South Kingstown High School, Wakefield, Rhode Island

It is impossible for an industrial arts teacher to keep abreast of current advances in technology. Technology becomes obsolete before it is written into a course of study.

It is possible, however, for an industrial arts curriculum to present problem solving and creative design. Using these concepts, students can adapt any appropriate technology—and industry has the responsibility of presenting such technologies. New skills are easily acquired when the methods of use are firmly in place.

ON THE CUTTING EDGE

VISUAL ARTS

Rosina Lopez de Short

Bayard Horton

I didn't start out as an art teacher. History was my subject. But over the years, and since I began teaching art full-time, I've come to the conclusion that the visual arts are a vital part of any student's education.

Through a strong arts program, students grow in visual awareness. They begin to really use their imagination, while at the same time improving their skills in producing different kinds of art works. Art education gives students opportunities to express their ideas and feelings and to learn about their own and other cultures, historical periods, and artistic styles.

Once introduced to art, students begin to sharpen their critical thinking skills. They learn to evaluate their own work by evaluating works of art from the past.

Most of my ideas for my art classes relate to history. Living in northern New Mexico, where the arts are so much a part of the culture and where a sense of history abounds, challenges me to develop programs that will awaken my students to their entire cultural heritage. The tri-cultural—Native American, Hispanic, and Anglo—backgrounds of my students provide me with many exciting ideas. One project I've developed centers on the folk art of painting the images of saints. Using this art form, which developed during the Spanish Colonial period of New Mexico's history, students learn about an artistic technique *and* the history involved in it.

This art form involves both carving images of saints *(bultos)* and painting pictures of saints *(retablos)*. Using native materials—soft pine, aspen, gypsum, and natural

Through art, asserts Rosina Lopez de Short, students can learn about history, about ideas—and about themselves. Short, an art teacher at Pojoaque High School in Santa Fe, is president-elect of the New Mexico Art Education Association. She feels strongly that art should be a vital part of every student's education. An appreciation of art, agree the panelists featured below, is truly "basic" to education.

mineral colors—religious artists created many images. For one project, I give my students instructions on technique, designs used for the borders, and a list of popular subjects, and ask them to create their own paintings. The assignment stresses simplicity of design, line, color, and drawing. One of its side benefits is that students needn't be concerned if their works are awkward or two-dimensional; early artists weren't trained specialists. As the projects progress, students have a chance to develop their own basic skills in research, writing, and critical thinking, and to compare their own works with those of the early artists through field trips to local museums where collections of works are on display.

I emphasize the relationship of history to art and vice versa, but the well-rounded visual arts program also helps students reinforce and sharpen their skills and knowledge in language arts, mathematics, science, and other of the social studies. For example, by studying calligraphy, students might improve their abilities in math and spelling; by studying linear perspective and patterns, their knowlege of math and urban environment. Whatever your approach, the goal should be to give students the chance to study and learn from various visual art forms, for these art forms contain the highest aspirations of the human spirit.

Aldona Downing, art teacher, Center School, West Willington, Connecticut

Appreciating other cultures begins with appreciating your own. Rosina Short's approach to teaching visual arts by using native forms, procedures, and materials seems to confirm this. Very often we lose sight of our own culture by stressing others.

For example, although the Statue of Liberty is a symbol to people who want to escape tyranny, it first symbolizes American democratic principles.

By stressing authenticity among her students, even though two-dimensional drawing may be the result, Short is teaching a lesson we all may profit from: authenticity is more important than technique.

Paul D. Hayes, art teacher, Laurel (Delaware) Middle School

I agree that art is a vital part of a student's education. Drawing, for example, shouldn't be left to the once-a-week art lesson. The ability to perceive and accurately render the three-dimensional world on a two-dimensional surface is an important "basic" skill that students should study and practice daily. Drawing stimulates and develops the right—or spatial—hemisphere of the brain, the hemisphere responsible for creative thinking in any discipline. Drawing is a simple, overlooked avenue for the planned, assured development of spatial perception and manipulation, which are basic skills.

Darlene Frazier, art department chair, Boone (Iowa) Junior-Senior High School

I encourage educators to look beyond the basics in viewing the value of art education. Important as basic subjects may be, they fulfill only a part of students' needs in the learning process. Students look not only for relevancy in their studies, but also for diversity. We must respect this if we want them to continue educational pursuits both in and out of school.

Art experiences provide evidence of the thinking process. Art is, after all, a form of communication, and it must be recognized as such. Basics help us live. Going beyond basics makes living worthwhile!

RESOURCES

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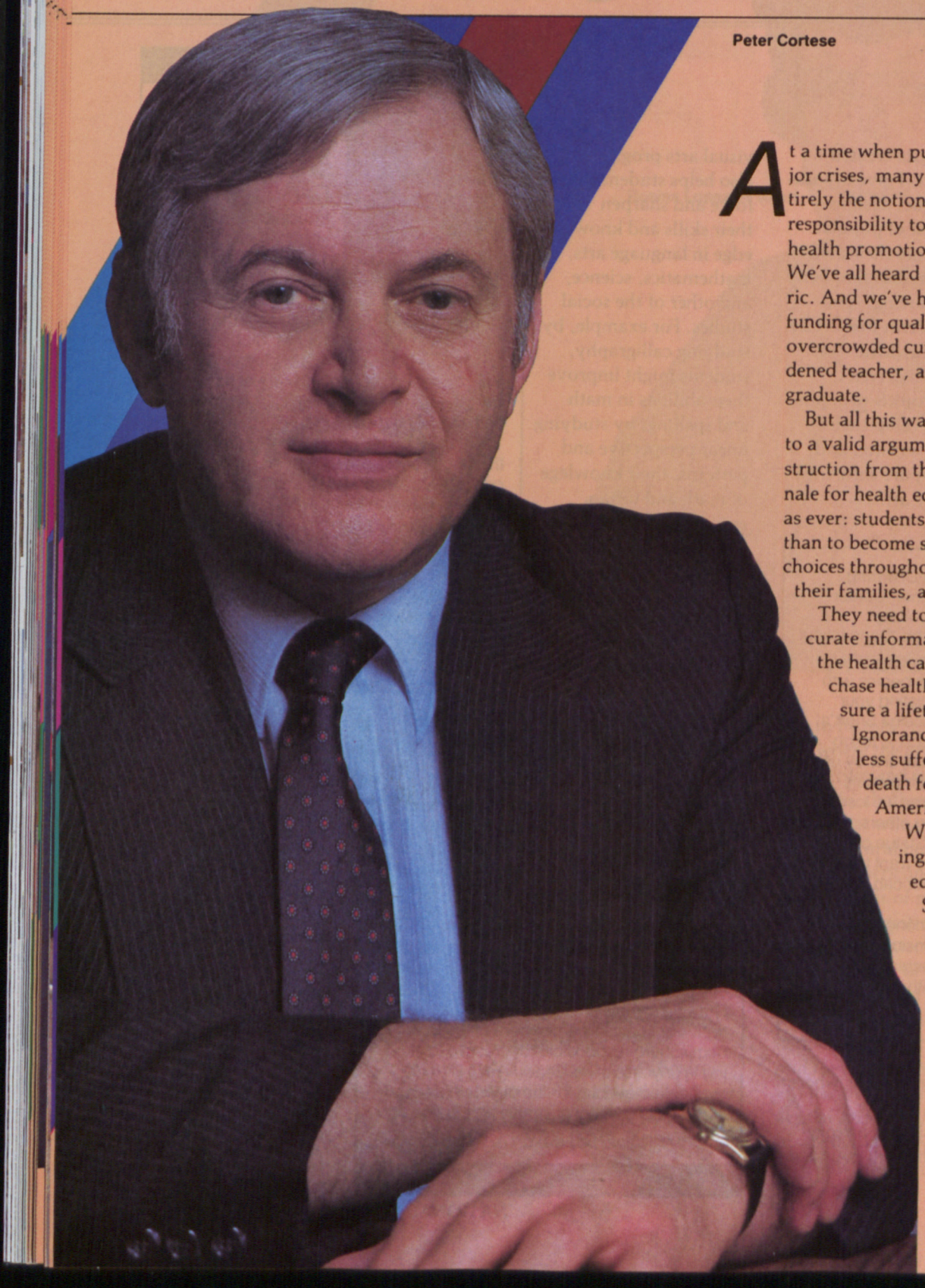
ON THE CUTTING EDGE

HEALTH



Peter Cortese

At a time when public education faces major crises, many seem tempted to dismiss entirely the notion that schools have a responsibility to educate children about health promotion and disease prevention. We've all heard the "back to basics" rhetoric. And we've heard about the lack of funding for quality education, about the overcrowded curriculum, the overburdened teacher, and the underqualified graduate.

But all this wailing in no way adds up to a valid argument for excising health instruction from the curriculum. The rationale for health education remains as strong as ever: students have no greater need than to become skillful in making healthy choices throughout life for themselves, their families, and their communities. They need to know where to get accurate information, how and *when* to use the health care system, how to purchase health products, and how to ensure a lifetime of optimal health. Ignorance about health causes needless suffering and premature death for countless numbers of Americans each year.

Where are our citizens going to get the kind of health education they need? Some argue that they should get it at home, that schools already have too much to do. Of those who say this, one must ask where exactly those in the home will receive the education to perform this task.

We know that health habits are learned while

Bob Riha Jr.

Peter Cortese began his teaching career with a B.A. in public speaking and English. But he soon became convinced that there was a more basic subject. And so he made his own unique trek back to the basics, earning a doctorate in public health. Currently professor of health education and associate dean of graduate studies, research, and faculty affairs at California State University at Long Beach, Cortese served in the Carter Administration as director of the Office of Comprehensive School Health for the U.S. Department of Education. In what follows, he articulates his commitment to the most basic basic.

we're young. By the time we leave high school, they are very well established and difficult to change. It is obvious that if the school doesn't do the job, we can expect to see the cost of health care continue to escalate.

General Motors already spends more each year for its employees' health care than for the steel in its cars. Charlatans whose existence depends upon the ignorance of our citizens continue to bilk those citizens of millions of dollars each year. With our current level of education about health, any comprehensive national health insurance program would surely break the bank.

One might argue that health education in schools has not had any great impact. That is true. But it's true because of insufficient commitment to providing comprehensive, sequential K-12 quality health education programs, delivered by professionally prepared teachers. Too frequently the assumption has been that anyone can teach this subject. Not so.

Every elementary teacher should have solid health preparation. At the secondary level, every health teacher should be prepared specifically in health education. School districts that do not have such teachers should make arrangements for health teachers to complete—at least—a college minor in this area.

Back to the basics? What could be more basic than the *prerequisite* for all other studies? That's precisely what health is. And without formal health education, we threaten that most essential prerequisite.

Louise Smith, vocational health teacher, East High School, Nashville, Tennessee

Health education, if it is to be effective, must become a social priority and a community—in fact a national—project. Health educators should assume the vanguard position in this movement, but they cannot work in isolation.

Genuine health will require cultural changes—changes in prevailing attitudes and patterns of behavior. Health educators must lead the way in nurturing new attitudes and moving our nation towards value systems that will allow all citizens to function healthfully—*and* creatively.

Candace Purdy, health teacher, Maine South High School, Park Ridge, Illinois

To promote health through education, two prerequisites must be met. First, school districts must recognize the need for both basic and advanced courses and hire specialists to teach them. Second, state education departments must strictly monitor both the quality of health instruction and the qualifications of health educators.

Peter Cortese is right to classify health education as a basic discipline. But he is wrong to claim that past efforts have had no impact. The decline in heart disease death rates is just one example of the impact of health promotion education.

Stephen Zipko, biology department chair, Randolph (New Jersey) Intermediate School

In Technology We Trust. And the trust is often blind.

Especially where health matters are concerned, our love-hate relationship with technology turns more toward love. Society places so much trust in stunningly dramatic medical breakthroughs that students, teachers and parents lose sight of a decisive fact: these headline-grabbing technologies would be unnecessary if more emphasis were placed on preventive medicine.

Peter Cortese is on the mark: the cost of health care is directly proportional to society's commitment to health education.

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ON THE CUTTING EDGE

PHYSICAL EDUCATION

Daryl Siedentop

Michael Shimko

The spate of educational reform documents that surfaced during the past 18 months have made it painfully clear that physical education does not occupy a central position in the visions of those who examine U.S. schooling and make recommendations for improvement. In *A Nation at Risk*, physical education is mentioned only once, grouped with courses in remedial English and preparation for marriage. In Adler's *Paideia Proposal*, the subject is cited as an ancillary item, not as part of the main curriculum.

Unfortunately, the current reformist movement has caught physical educators at a point in our history where we are struggling to come to grips with what exactly the subject matter of physical education should be. And, in my judgment, it is this struggle—to decide *what physical education is*—that constitutes our major professional issue for the next decade.

Put simply, there appears to be a growing split between those who believe physical education is the *doing* of sport, dance, and exercise and those who believe physical education is *knowing about* the social and scientific bases of these activities.

During the past quarter century a discipline of physical education has emerged, defined typically by the areas of physiology, biomechanics, motor learning, sport psychology, sport history/philosophy, and sport sociology. But until recently, the "discipline movement" has been confined to the university. Children have continued to know physical education as *activity*.

Now we are faced with a growing trend to teach physical education to students in K-12 settings as a lecture/laboratory experience. Now the outcomes are to be primarily cognitive rather than primarily motoric.

The largest current project of the

Don't just do something—stand there! ***That could soon become a standard command in physical education classes if the current trend toward emphasizing the cognitive rather than the physical dimensions of sport and fitness continues. So argues Daryl Siedentop, professor of physical education at Ohio State's School of Health, Physical Education, and Recreation. Siedentop contends that the quest for academic prestige has led physical educators astray. And he calls upon his colleagues to remember that the foundation of physical education is*** **doing** ***rather than*** **knowing.**

American Alliance for Health, Physical Education, Recreation, and Dance is the *Basic Stuff* series. These books are designed to infuse disciplinary knowledge into K-12 physical education curriculums.

To be sure, we have been told that this new disciplinary emphasis will not take away from activity time. That is, we can both teach students about sport and exercise (certainly not a bad thing to do) and also help them achieve minimally competent levels of fitness and performance. If you believe that, please contact me right away because I have some desert property I'd like to sell to you! How many times can we be told that 2 + 2 = 5 and believe it?

Physical education has never been very sure of itself. And in the current educational climate there will be a strong tendency to lust after academic respectability by emphasizing cognitive rather than skill/fitness goals.

Let me make a prediction. To the degree that disciplinary goals become dominant in our teaching, skill/fitness goals will be slighted and eventually eliminated. Physical education will move out of the gym and into the classroom.

Our goal should be to teach so that students adopt lifestyles that include regular fitness activities and sports participation. Clearly knowing *about* sport and fitness is important, but knowing how to *do* them is the prime motivation for participation. To confuse these dimensions of physical education would be a tragedy of major proportions.

Regina McGill, physical education teacher, Bettendorf (Iowa) Middle School

More and more physical education teachers are refusing to tailor their classes to the needs of the once almighty jocks. A concern for the physical, mental, and social wellness of *all* students is the emphasis of the decade. How absurd to say that students cannot achieve minimally competent levels of performance, fitness, *and understanding* in physical education!

Surely a well-planned sequential curriculum taught by enthusiastic physical educators can meet these needs. But success demands more than rolling out the ball or showing a film while figuring out the plays for the team coached after school.

Lloyd Golden, physical education teacher, varsity football coach, Hayfield Secondary School, Fairfax, Virginia

There is no compelling reason why students cannot both engage in physical education activities and master health-related academic material such as human physiology. But these should be separate disciplines. And our responsibility as educators is to make room for both.

Especially with transitional-age students (grades 7-9), both teachers and the general public must realize that regular physical activity is a prerequisite for *academic* growth. Given their energy levels, these students must have a "release valve" if they are to have the calmness and patience necessary for academic success.

James Parker, social studies teacher, varsity basketball coach, Columbia (South Carolina) High School

I would be interested in reading Siedentop's views on the current athletics/academics debate. In my own district, new policy requires students to maintain a "C" average if they wish to participate in extracurricular activities. And our state athletic association is now tightening eligibility requirements.

As a coach, I welcome these developments and fail to understand why any coach would protest. We're not losing athletes—we're gaining an insurance policy. We can now be confident that if we help a student gain an athletic scholarship, he or she will also qualify academically.

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ON THE CUTTING EDGE

PERFORMING ARTS

Bill Waugh

Sharon Rasor

MUSIC EDUCATION

Music has been a means of expression and a touchstone for sensitivity throughout human existence. Through music and the other arts, our senses become more acute, our minds more alert, and our creative expression nurtured. The development and growth of these human abilities is essential for perpetuating a society of compassion and intellectual vitality.

Currently, our schools' emphasis on academic excellence defined in terms of high technology threatens quality music education—and all quality arts education. How can we provide music instruction which fosters students' intellectual, emotional, and social growth? Here are some ideas.

► Insist that thoroughly trained and skilled music specialists be employed. With their aid, students can learn to read music, to hear and understand the elements of music—such as melody, rhythm, and harmony—and to use this knowledge in performance and other creative pursuits.

► Provide opportunities for musical performances that grow out of music instruction, demonstrating the students' musical development.

► Explore with the students the use of music for human expression in earlier times, in various cultures, and in our society.

► Listen carefully to students' observations on music to gain a better understanding of their interaction with it.

► Develop good communication among the administrators and the teaching staff so they can exchange knowledge and ideas.

Music instruction plays an important part in the education of our students. With the help of school administrators who are sensitive to the value of arts in our society, it will continue to do so.

John Sunderland

Are the arts in danger? Will education reforms that require more hours in nonelective courses prove the undoing of school arts programs? Wright State University fine arts educator Sharon Rasor, whose specialty is music, and Rita Kotter, a 25-year theatre teaching veteran who now heads the Fine Arts Center at Fairview High in Boulder, Colorado, believe arts programs must be considered essential parts of the school curriculum. How can schools make the arts come alive? Rasor and Kotter offer several different prescriptions.

Rita Kotter

THEATRE EDUCATION

People often ask me what happens in my theatre classroom: just what skills and content do I teach, and by what means?

The content I teach is dramatic literature as it mirrors culture, politics, customs, and universal human needs and motivations. In studying each play, we ask: What was happening in that period? How are those characters like me or someone I know?

Theatre skills involve both thinking and expression. Students analyze plot structure, delineate character, recognize theme and purpose, understand current issues. They read aloud, discuss, research background, and write. They try out ways to interpret a character from printed page to live performance. Evaluation of the final production, guided by the teacher, helps them recognize which techniques worked and why.

Theatre education is not just for future career theatre artists; it also prepares discriminating and responsive audience members who can find new meaning in their lives by sharing the experiences of others.

A trained theatre teacher backed by the administration offers excellence in education, yet the field's importance is not always acknowledged. We as theatre teachers can take action to secure the proper support for theatre education by marking the arts sections of recent education reports and giving copies to parents, administrators, and school board members. We can also report to these people about our classes' work and invite them to share in classes and productions.

Judith Rethwisch, speech and dramatics chair, Affton High School, St. Louis, Missouri

I concur with Rita Kotter's assessment of the arts in education today. I teach the same skills of communication in English as in dramatics/speech. But one course is considered an essential; the other, "just an elective."

The growth of the electronic media has given the edge to people who can think rationally and critically and can persuade, convince, and motivate others. These techniques are the very skills taught in speech/drama classes, and it is these skills that students use daily to compete.

Kate Drew, elementary teacher, Ainsworth School, Portland, Oregon

I applaud Sharon Rasor's article. Our entire culture flourishes when our arts are nurtured. We are diminished when school and taxing authorities fail to grasp the importance of arts education for total educational excellence.

Music is a highly specialized area, requiring skills beyond the academic disciplines in which most teachers are trained. Many teachers do incorporate music into their programs, cooperating with music specialists to produce exciting results. At Ainsworth School, music traditionally has been valued and so has been an integral part of our program.

Lois Ulvin, elementary music supervisor, School District of Beloit, Wisconsin

We as music educators must always be accountable for our programs and ready to provide facts about the impact of our teaching on each child's education and preparation for life.

The results of music education may seem intangible, but numerous reports indicate that study of the arts develops learning skills necessary in other disciplines. The teaching of music and the arts in our schools ensures the education of the total child and makes for the harmonious world we all wish to live in.

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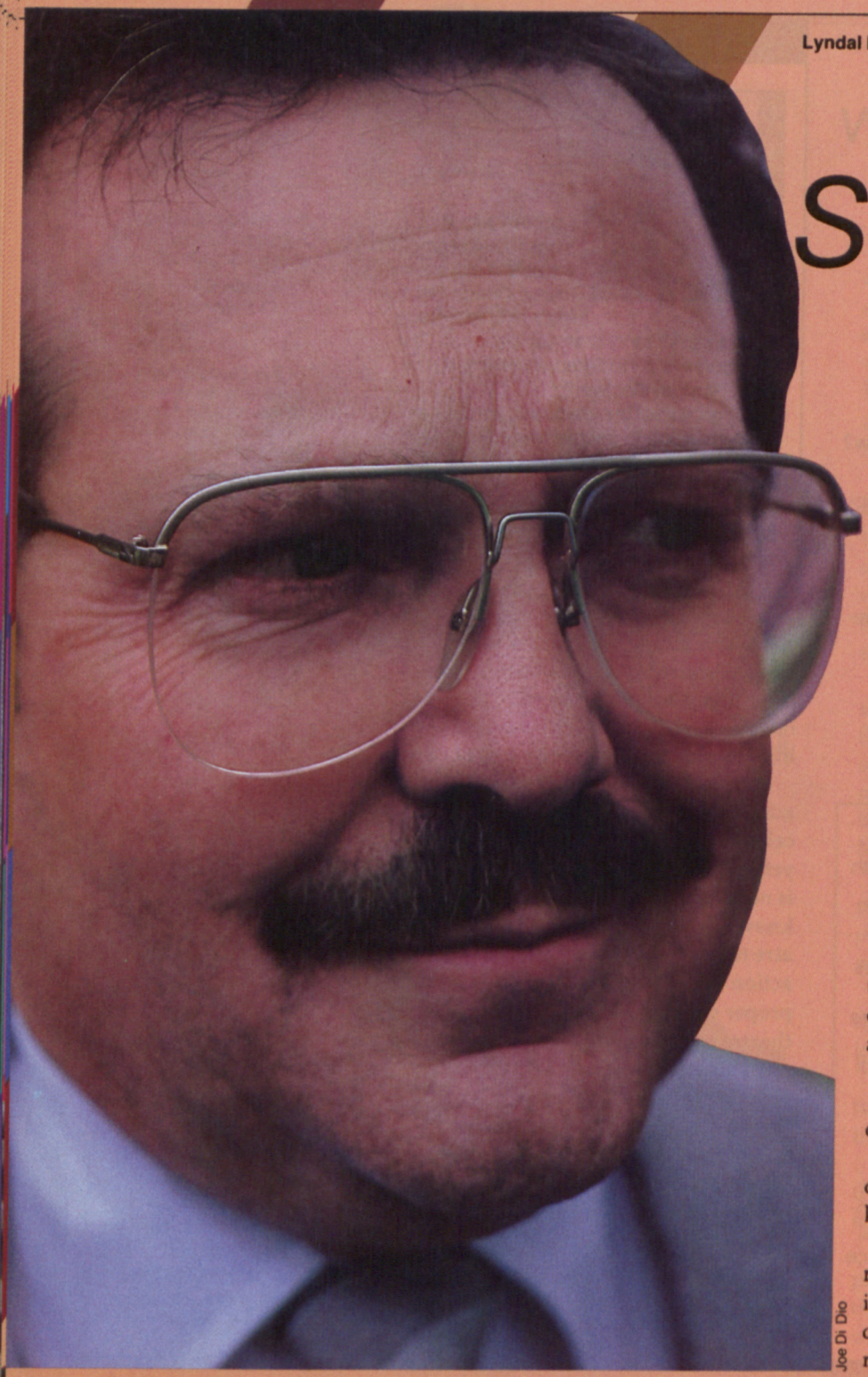
ON THE CUTTING EDGE

SPECIAL EDUCATION



Joe Di Dio

Lyndal Bullock

Since passage of the Education for All Handicapped Children Act in 1975, we've seen dramatic gains in special education. Students with special needs now attend public schools in an environment appropriate to their physical, emotional, and academic needs.

But recently we've met political forces that would turn us back—forces at the federal level that have attempted to either cut funds or repeal federal requirements. These actions would devastate special education across the country.

We met the challenge and made it clear that we wouldn't allow our progress to be thwarted. The public outcry against cutbacks in special education, backed up by a strong lobbying effort on Capitol Hill, forced political leaders to continue—and even increase—special education funding. As of now, our programs remain intact.

Despite some retrenchment during the past five years, services for exceptional children have increased. Among the highlights:

► The number of exceptional children served in public schools increased by 70,000—to 4.3 million.

► Today, approximately 250,000 teachers and administrators work in special ed, about 60,000 more than five years ago.

► Funding for special ed has tripled.

► The pupil/teacher ratio has declined.

► With added financial support, special educators have increased their skills and knowledge in working with students.

► We continue to move forward in a number of areas that directly or indirectly impact on services to exceptional students. We've taken initial steps to assume responsibility for setting standards as to

Services to children with special needs have increased since passage of PL 94-142—but much remains to be done, says Lyndal Bullock, a professor of education with the Division of Special Education at North Texas State University. Bullock, president of the National Council for Exceptional Children, began his teaching career at a junior high school. He was hired to relieve teachers with overcrowded classes, and most of them sent him their "problem" students. That experience opened Bullock's eyes to the many problems in special education—and helped him decide to devote his career to improving conditions for all special students.

who will practice and under what conditions they will practice the profession. We've become committed to playing an active role in shaping national, state, and local policy as the debate on educational quality continues.

Although we can look to these major triumphs with pride, we must be aware that some of our greatest challenges lie ahead. We must:

► Continue to work for quality services for exceptional students. Teachers *must* be afforded appropriate resources and teaching environments that will enhance their professional efforts.

► Exert influence on decision-makers to increase services for those students who so far have received insufficient attention—the preschool handicapped, the seriously emotionally disturbed or behaviorally disordered, and the gifted and talented.

► Provide vigorous leadership in the application of new technology to the field of special education.

► Encourage a renewed emphasis on research. As special education professionals, we need to actively pursue better ways to serve the student population through short-term and long-range research studies.

Bill Oban, coordinator, mentally handicapped program, Bismarck (North Dakota) Public Schools

Special education programs have indeed grown as a result of P.L. 94-142, but unfortunately, the people who work in them have all too often become the sole advocates for special services in public schools.

If these programs are to survive, administrators, teachers, and parents in regular education programs must become advocates for handicapped children. Their involvement would have two positive results.

First, it would be an acknowledgment of the public's important responsibility in assuring equal educational opportunities for handicapped students. Second, it would show that special education does not stand alone against hostile political forces.

Carol Vickery, language arts teacher and coordinator, gifted and talented program, West Junior High School, Minnetonka, Minnesota

The changes in special education in recent years haven't all been positive. For example, just placing exceptional children in regular classrooms doesn't ensure their success. All too often teachers lack appropriate resources or necessary training to serve mainstreamed children.

The pupil/teacher ratio in special ed classes may have declined in recent years, but the class size in many regular classrooms has increased.

Meanwhile, as teachers try to respond to the multitude of needs of students in a mainstreamed classroom, they find it convenient to subscribe to the myth that "gifted and talented children can make it on their own."

Dell Cates, teacher, trainable mentally handicapped, Gretchen Everhart School, Tallahassee, Florida

One of the most important challenges facing special education today is that of identifying and serving preschool children. Early school intervention programs—even from birth, if possible—enhance special children's abilities to meet the world.

Children will benefit from the cooperation of home and school. And parents will gain more insight on how to rear their children.

Some school systems offer early education programs, but others—because of financial restraints—can't. No child should be denied the opportunity to grow to his or her full potential. We need additional federal funding, therefore, to provide for children's early educational needs.

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ON THE CUTTING EDGE

FOREIGN LANGUAGES

Lorraine Strasheim

An exciting program that offers ideas for all language instruction is early immersion, beginning in kindergarten with instruction wholly in the target language and evolving until, at the sixth-grade level, half of the instruction is in English.

Students in such programs develop better communicative skills, especially in listening and reading, than other foreign-language students. They may lack the refinements offered by contacts with native speakers, but they are unafraid to communicate, for they have been corrected only indirectly on the forms they use: emphasis is on the correctness of facts. In addition, by the sixth grade they are equal or superior to their peers in all content areas.

After six years in an immersion program, a student still needs more experience in order to attain real fluency and greater correctness, especially in idiomatic speech. For that reason, middle or junior high school students in the Milwaukee immersion programs, for example, can take two classes a day in the target language—one in study of the language and one in a content area. Those who persist in such a program until they finish high school can claim to be truly bilingual.

Hopefully school districts that do not find immersion programs feasible will still move toward teaching other content areas to intermediate or advanced language students to provide the communicative experience necessary to any

Jeff Smith

"Any child growing up as I did, with nine living grandparents and great-grandparents, all native German speakers, is bound to be involved with language," says Lorraine Strasheim. "And growing up bilingual means literally operating in two different worlds. Each language I've learned, then and since, has broadened my emotional and values base as much as—or more than—my knowledge base." Strasheim, now coordinator of school foreign languages for the Office of School Programs of Indiana University in Bloomington, advocates a realistic approach to teaching and testing foreign languages.

Madelyn Gonnerman, French and Latin teacher, Brookline (Massachusetts) High School

One of the most exciting aspects of immersion programs is the enthusiasm of young children performing their daily tasks in the target language: they develop their skills in order to take part. Further, immersion requires little money. Basic necessities are—a teacher trained in both elementary education and the target language, interested students, and a supportive community.

Testing what has been taught in the way it has been taught is central to valid evaluation. In a well-designed test, a student can learn while demonstrating proficiency.

development of real second-language skill.

Whether in immersion or traditional programs, anyone who wants to set up evaluation procedures must answer the question "Proficient (fluent, competent) at what?"

Foreign language teachers might reasonably prepare their students to become welcome, sensitive—and communicative—travelers, students, and/or workers in a society that speaks the target language. We can thus define proficient students as those who can—

► Comprehend the spoken language—in announcements and movies and on TV, the radio, and the telephone as well as in face-to-face conversations.

► See in their "mind's eye" the same cultural referents as a native speaker upon hearing or reading a word or phrase.

► Speak the language well enough to interact with and enjoy people they meet and to fulfill their daily needs.

► Read the language comfortably enough to understand signs, labels, price tags, advertisements, menus, and the like and to read narratives and stories at leisure.

► Write the language well enough to perform the tasks of everyday life, e.g., fill out forms, take notes, and prepare formal and informal letters.

Proficiency can be neither developed nor evaluated through discrete-point vocabulary and grammar drills or tests. Evaluation requires global tests of the four communication skills that test students in what they've been taught and in the way they've been taught. The American Council for the Teaching of Foreign Languages offers resources for teachers developing such tests.

Jennifer Alsager, Spanish and French teacher, Ferris High School, Spokane, Washington

Of the four basic skills in second language acquisition, the one usually equated with proficiency—speaking—is most often neglected. Students need chances to "talk back" and express themselves in every situation imaginable.

Measuring success will require great creativity and effort. We may create tests that reflect individual styles of learning; borrow material from the military, the foreign service, missionary schools; develop centers that offer drama, interviews, role playing—so students can demonstrate their ability to *speak*.

Lee Aguilar, Spanish instructor, Powell (Wyoming) High School

For years I've been a strong proponent of long sequential study in one or more foreign languages. Beginning in the early grades takes advantage of students' natural ability to mimic, giving them near-native pronunciation.

The sooner we foreign language educators accept oral proficiency as our top priority, the sooner we'll see bilingual, perhaps trilingual students. If the kind of program used in Milwaukee spreads to school districts throughout this country, we can begin to erase the stigma of the "ugly American" that has plagued us so long.

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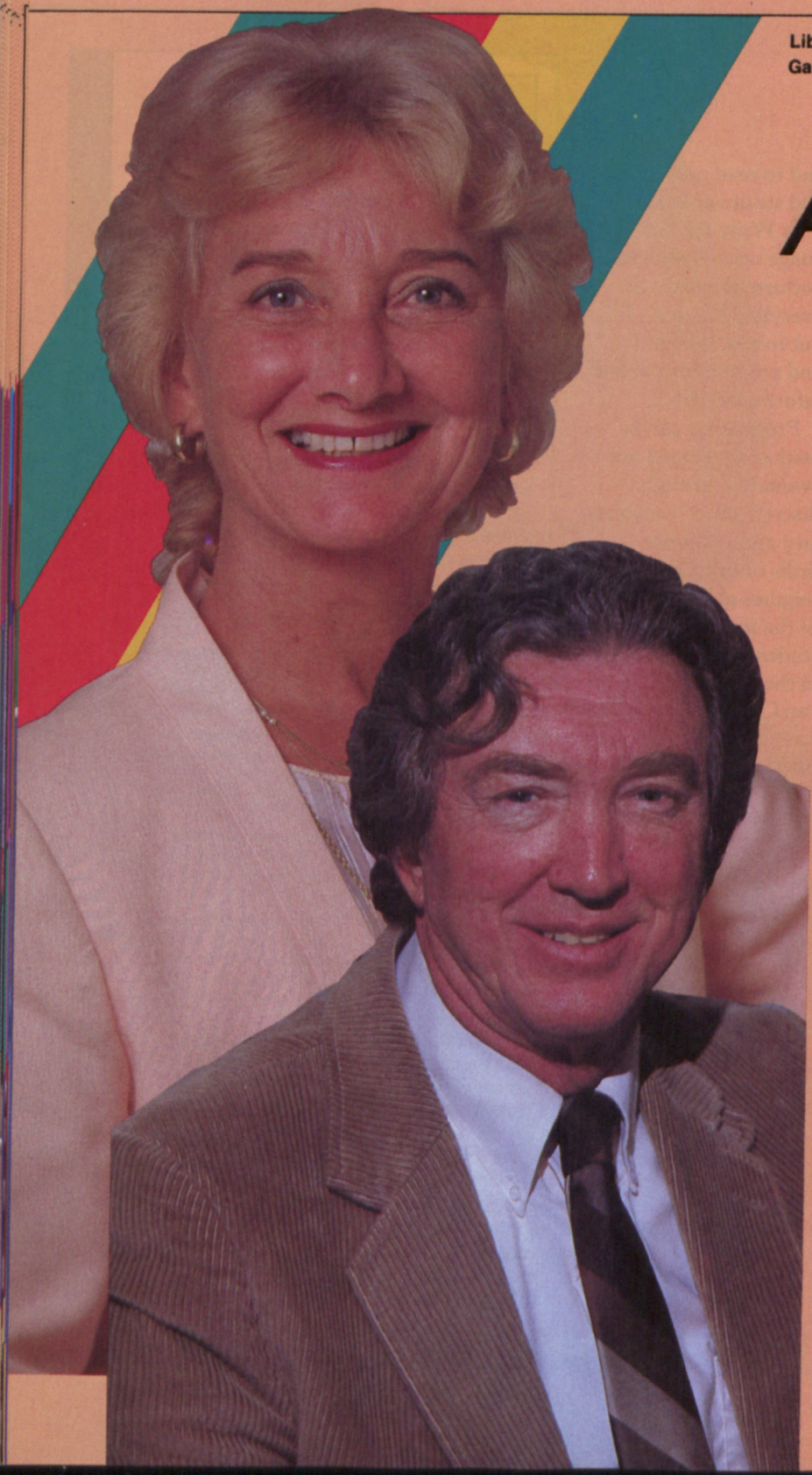
ON THE CUTTING EDGE

COUNSELING

Libby Benjamin
Garry Walz



Scott Hime

Paul Jaronski

At a recent national meeting we asked a number of professional counselors how they would feel if they were mystically transformed into unformed, questing young persons of the 1980s. Many voiced grave concerns over the stresses confronting modern youth. Several expressed admiration for the impressive way so many young people cope with those stresses. But the clear consensus was that most young people need help in maintaining a sense of balance in their pursuit of a rewarding future.

What exactly can counselors do? Their task is to assist a population assailed by the proliferation of after- and before-school activities; required to make more choices earlier—and so often prematurely; and victimized by the increasing acceptance of addictive behavior. This population is surely also bewildered by the dramatic changes in the family: what was once a refuge from outside pressures may now be a primary source of conflict and stress. These students, already so severely burdened, must also endure the still underestimated trauma of growing up in a nuclear age.

Given the magnitude of such pressures, school counselors must take the lead in providing students with self-assessment opportunities, teaching life-management skills, establishing intergenerational networks, promoting self-esteem. There is no excuse for neglecting any of these goals. Counselors can play a decisive role in helping students learn to deal constructively with stress, manage conflict, and develop critical thinking skills.

Counselors must be the agents that assure students expanded opportunities for interaction with adults and a sense of partnership with rather than alienation from

Libby Benjamin serves as a consultant for the Educational Resources Information Center/Counseling and Personnel Services (ERIC/CAPS). She and Garry Walz, director of ERIC/CAPS and professor of education at the University of Michigan, have collaborated on numerous projects designed to spur the counseling profession toward new levels of sophistication. Both agree that for today's youth, the path to mature adulthood is paved with boulders. But they're confident that capable and caring counselors can help students navigate the course with no more than minor bumps and bruises.

older members of society. And they can counteract the tendency in schools to pigeonhole students and then make critical judgments regarding their worth.

In many schools, counselors are welcoming these challenges. We are seeing a dramatic shift to highly organized, comprehensive, clearly defined guidance programs. By involving teachers, parents, administrators, and community members, counselors are ensuring that guidance resides at the center, not the periphery, of school life.

Counselors are feeling new excitement as they take advantage of an ever-expanding variety of resources. Most notable are the increasing numbers of counselors who are consulting the treasurehouse of the ERIC data base and the ERIC/CAPS Clearinghouse.

Despite the availability of such technological aids, many counselors lack computer experience and are leery of the whole idea. The immediate challenge is to counter this lack of knowledge and the reluctance to enter this new domain. Computer literacy has become essential to the profession.

Counseling—having endured the pangs of birth, having struggled through the uncertainties of adolescence, and having reached a maturity that includes the establishment of standards for ethical behavior, certification, and licensure—has come of age. When a profession attains this level of sophistication, the refinement process begins—a movement from the state of the art to the height of the art. That height is now within reach.

Aurelia Giron, counselor, J.C. Brackenridge School, San Antonio, Texas

My most important work as a counselor is hardly mentioned by Libby Benjamin and Garry Walz. Working in an inner-city school with mostly ethnic minority children, I see a lot of suffering from poverty, cultural bias, and family instability.

Many of the students are neglected and abused by their parents. So my main task is often conducting workshops on parenting skills. I must first struggle to get parents to attend. But when I can get parents interested in their children's full development, then I have students I can really help.

Paul Hancock, counselor, Pierce Elementary School, Cedar Rapids, Iowa

Libby Benjamin and Garry Walz have really hit the nail on the head. But their attention to students swamped by activities, though appropriate, obscures an equally serious problem: students who experience too little stimulation—*and* too little stress—in their lives.

Both lifestyles—the overstressed and the understressed—are debilitating. One child is hassled by too much to do, by too many options and choices. The other child is "underactivated" and suffers from boredom. The lack of stress fails to produce growth—just as the child who doesn't exercise fails to build muscle tone due to lack of resistance. Surely helping students cope with stress is more valuable than the largely futile effort to shield them from it.

W. Arthur Garrigus, counselor, Alexander Junior High School, Huntersville, North Carolina

The one element in counseling that remains constant is the need to ensure that young people develop a positive self-concept. Their potential for success, their ability to adapt to changing lifestyles and shifting social trends, their chances for real self-fulfillment—all require achieving a sense of self-worth. As a counselor, I must somehow help students learn that truly loving oneself is the key to loving others.

RESOURCES

Counseling Youth for Employability: Unleashing the Potential. E.L. Herr and T.E. Long. ERIC/CAPS, 1983.

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The Quintessential Counselor. G. Walz and L. Benjamin. Program in development. ERIC/CAPS, 1984-85.

Resources for Guidance Program Improvement. Volume 2. M. Frenza, G. Walz, H. Mamarchev, and A. Gordon (compilers). ERIC/CAPS, 1983.

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The Status of Guidance and Counseling in the Nation's Schools. American Personnel and Guidance Association, undated.

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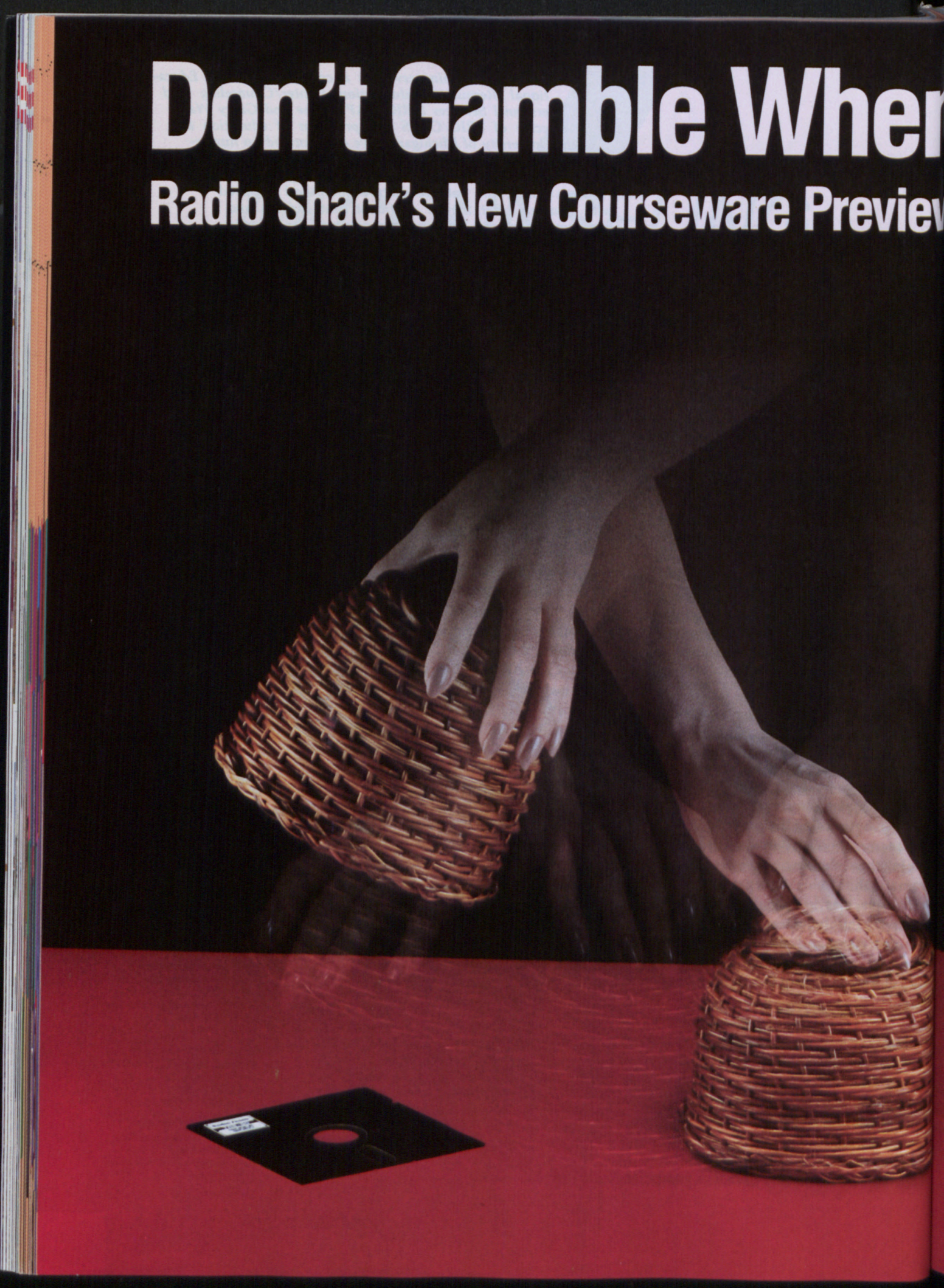

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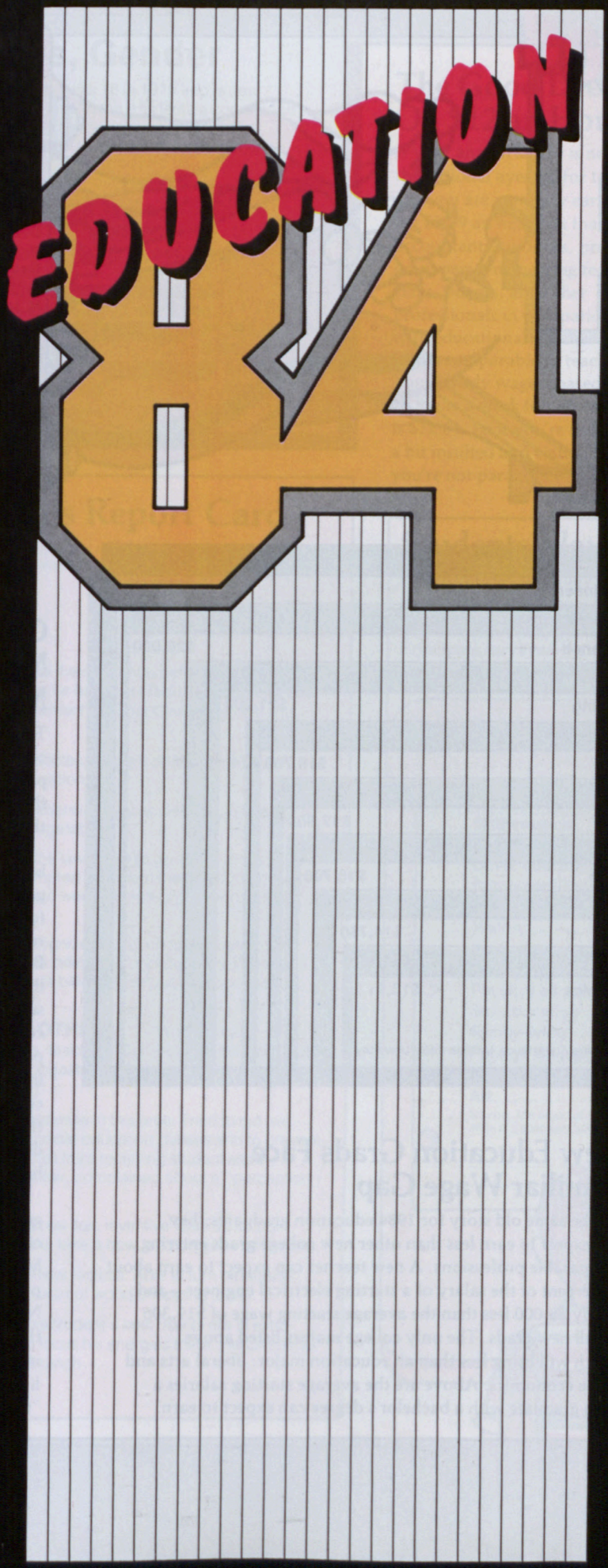
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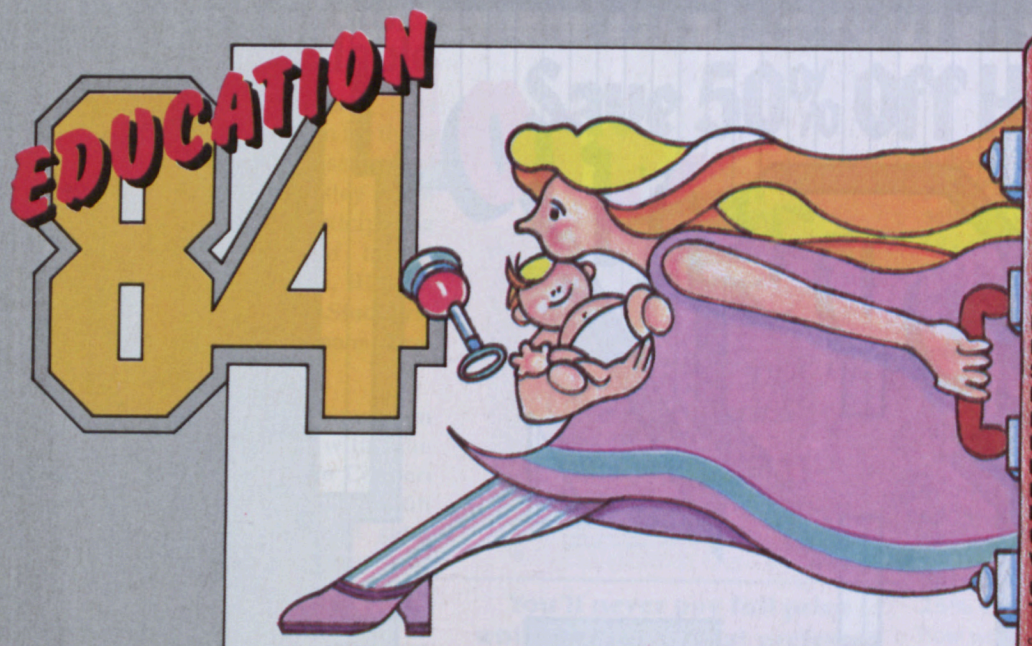
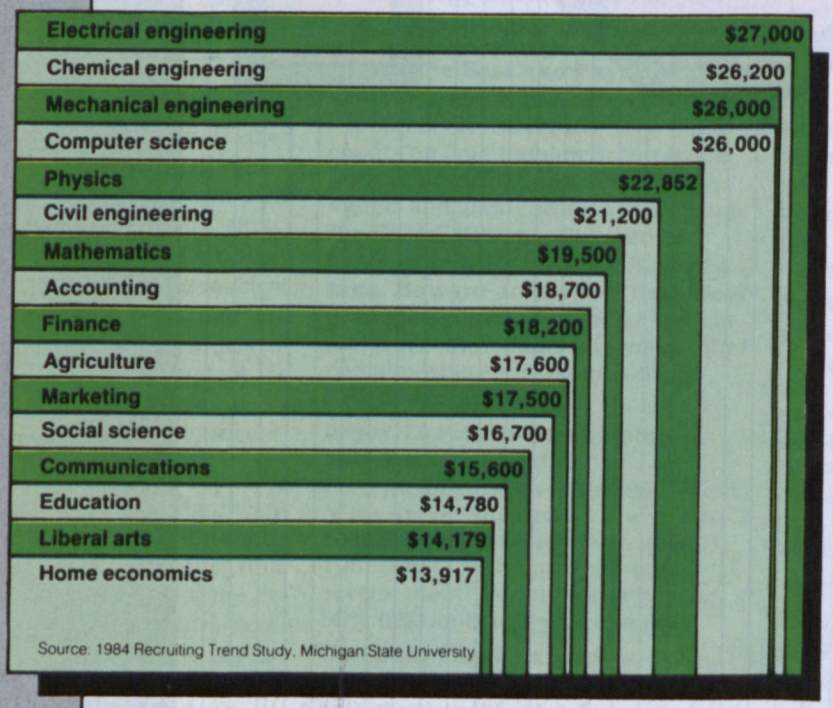


Changing Times: 56% of Mothers Work

Below is a list of the states that have the five highest and five lowest percentages of working moms.

State	Working mothers	Percentage of all mothers
D. C.	44,967	68.0
N. C.	538,866	65.3
Nev.	66,015	63.7
S. C.	281,755	63.6
N. H.	77,344	61.3
La.	301,230	50.0
N. Mex.	95,111	50.0
N. Y.	1,136,589	50.0
Ky.	263,210	49.4
Pa.	751,844	49.1
Utah	104,685	48.1
W. Va.	107,938	39.4
U.S. Total	16,946,650	56.2

Source: Donnelley Marketing Information Services



New Education Grads Face Familiar Wage Gap

It's the same old story for 1984 education graduates: they can expect to earn less than other new college grads entering comparable professions. A new teacher can expect to earn about 55 percent of the salary of a starting electrical engineer—and nearly $5,000 less than the average starting wage of $19,306 for all new grads. The only college majors listed above which will bring less than an education major: liberal arts and home economics. Above are the average starting salaries a 1984 graduate with a bachelor's degree can expect to earn.

Computers: Mega-Hype, Mini-Help

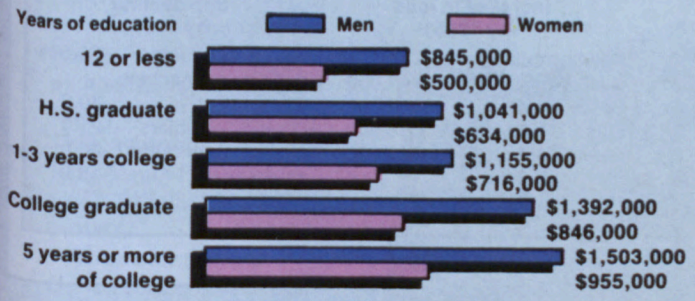
They were heralded as panaceas and welcomed with panegyrics. But computers in the classroom aren't living up to the advance publicity.

The problem may have been too many people trying to get a running start with both feet firmly planted in mid-air. A recent National School Boards Association study shows that while 95 percent of U.S. school districts have purchased computers, fewer than 15 percent have guidelines for using them. And only 40 percent of the districts have used the expensive technology to develop new courses or streamline old ones.

If schools aren't more diligent, David McCracken's cynicism may prove prophetic. McCracken, a computer science professor at City College of New York and past president of the Association for Computing Machinery, calls computer literacy an overrated fad—"the new math of the 80's."

Dollars, Degrees, Gender

The average male college graduate who was 18 in 1979 and is now fully employed will earn $1.4 million in his lifetime. His female counterpart can expect half a million less. Projected lifetime earnings for full-time workers—according to sex and education level—are outlined below.



Source: Bureau of Labor Statistics

The President's Report Card

On April 26,1984, one year after publication of *A Nation at Risk*, President Ronald Reagan received a report card on his education performance prepared by former Vice-President Walter Mondale.

Teacher: Walter Mondale
Student: Ronald Reagan
Program: Education

ARITHMETIC: D- Can't tell the difference between addition and subtraction. Keeps saying he hasn't cut federal support for education when, in fact, real investment has dropped 25 percent during his term.

HISTORY: F Prefers anecdotes. Refuses to learn history of Presidential leadership in education.

READING: D Low comprehension. Vocabulary could use improvement. Calls ketchup a vegetable.

CIVICS: F Won't enforce the law. Tried to give tax breaks to segregation academies. Attempted to undermine civil rights protections for women and girls and to weaken protections for handicapped children.

BUSINESS: D Fails to recognize education as the best investment for our economy. Spends billions on unproductive giveaways to profitable corporations, but cuts billions from public schools, student assistance, and research.

GETTING ALONG WITH OTHERS: C Won't accept responsibility. Blames schools, teachers, Congress. Polarizes and divides. More interested in scapegoats than solutions. (But does show a great ability to charm.)

FAIRNESS: F Shows no promise in this area. Tried to cut two million schoolchildren out of special education classes and to prevent millions of high school graduates from receiving student assistance. When this was called unfair, complained about a "perception problem."

DRAMATICS: A Shows a real flair, inventive. Can ad lib policy. Knows how to get applause, take a bow, and disguise intentions.

SPORTS: A Superb at political football. Able to turn bipartisan issues into political battles. Stalwart of wood-chopping team.

RECOMMENDATION: This student's best talents are in extracurricular activities. He should focus his energies there. Recommend that he spend next term on his ranch.

Source: *The New York Times*

The Good Life On $12 an Hour

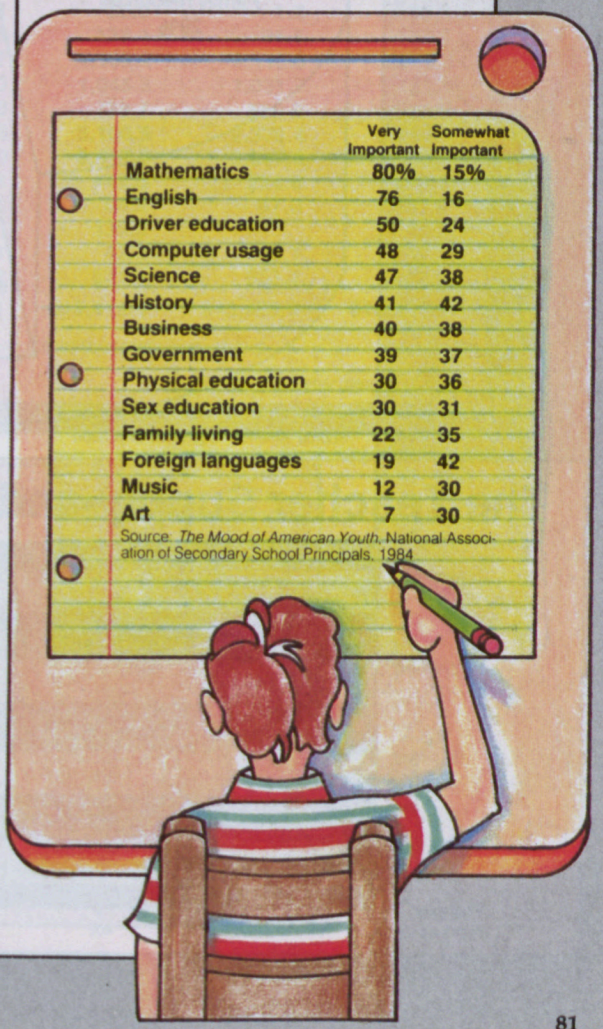
If your annual salary is near the national average for teachers, you are currently earning $3.39 an hour less than accountants, auditors, programmers, engineering technicians, buyers, and other professionals in occupations with educational requirements comparable to teaching. Your hourly wage—based on 46 hours a week for 37 weeks—is $12.04. So if you're feeling a bit insulted and victimized, you're not paranoid—you're astute.

Students Play Favorites

Which courses do today's high school students consider the most important? The National Association of Secondary School Principals surveyed them to find out. Their answers may surprise you.

	Very Important	Somewhat Important
Mathematics	80%	15%
English	76	16
Driver education	50	24
Computer usage	48	29
Science	47	38
History	41	42
Business	40	38
Government	39	37
Physical education	30	36
Sex education	30	31
Family living	22	35
Foreign languages	19	42
Music	12	30
Art	7	30

Source: *The Mood of American Youth*, National Association of Secondary School Principals, 1984



EDUCATION '84

1995: Elementary Jobs To Increase

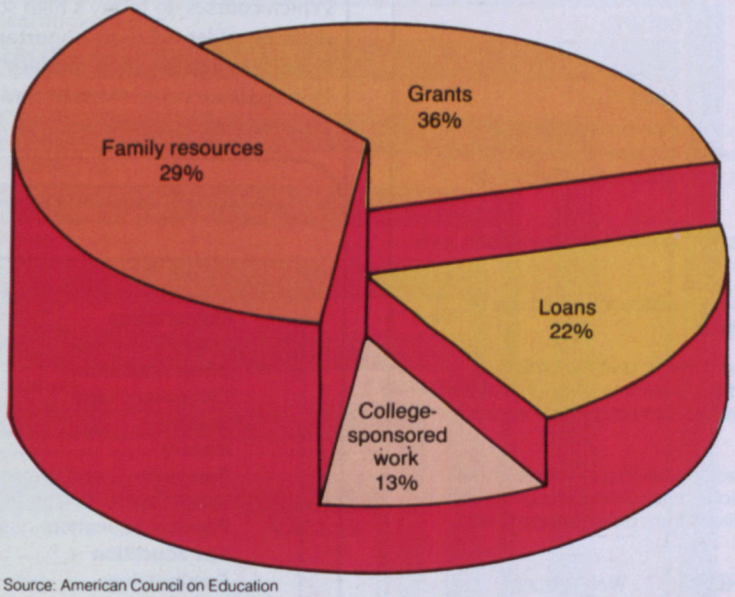
Demand for elementary teachers is expected to increase sharply in the coming decade—with a half-million new teachers needed by 1995.

Job growth by 1995		Increase in jobs by 1995		Job decline by 1995	
Computer technicians	96.3%	Building custodians	779,000	Railroad conductors	-32.0%
Legal assistants	94.3	Cashiers	744,000	Shoemaking machine operators	-30.2
Systems analysts	85.3	Secretaries	719,000	Aircraft assemblers	-21.0
Programmers	76.9	Office clerks	696,000	Telephone operators	-20.0
Computer operators	75.8	Elem. teachers	511,000	Taxi drivers	-18.9

Source: Bureau of Labor Statistics

How We Pay for College

Grants covered more than a third of college costs during 1982-83, but students also relied heavily on family resources to finance college. The number and amount of student loans has declined steadily over the past several years.



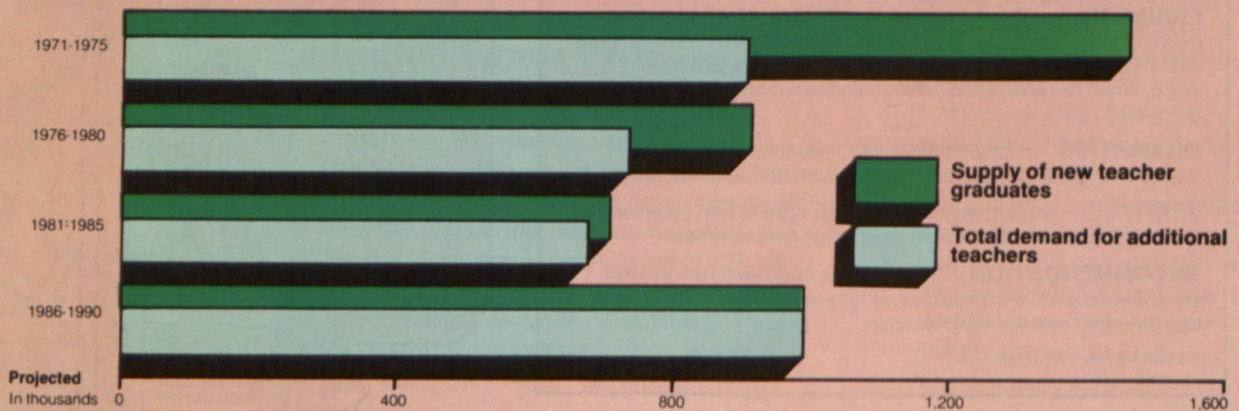
Source: American Council on Education

Soviet Curriculum: Heavy Class Schedul

Subject	Hours per week in Grade 8	Grade 9	Gr 1
Russian literature	3	4	
Mathematics	6	5	
History	3	4	
Fundamentals of Soviet State & Law	1	–	
Social Studies	–	–	
Geography	2	2	
Biology	2	1	
Physics	3	4	
Astronomy	–	–	
Technical drawing	1	1	
Chemistry	2	3	
Foreign language	2	2	
Physical education	2	2	
Labor	2	2	
Primary military training	–	2	

Sources: Embassy of the Soviet Union; Dr. Harold J Cowles Professor of Economics and Education, Col University

The Teacher Supply-and-Demand Teeter-Totter



Source: NEA Research, National Center for Education Statistic

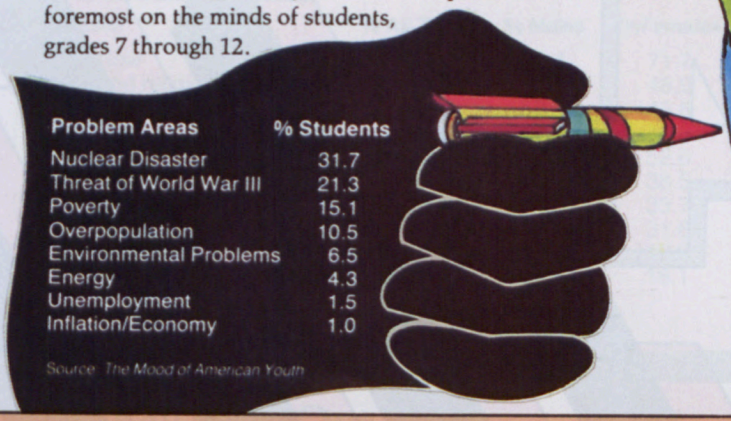
Teen Inflation

American teenagers are spending more money than ever before. Twenty-six million teenagers spent a record $45.7 billion in 1983, according to the national Rand Youth Poll. That's nearly $3 billion more than in 1982.

The major teen purchases: snacks, cosmetics, clothing, entertainment, records, hobbies, and gasoline.

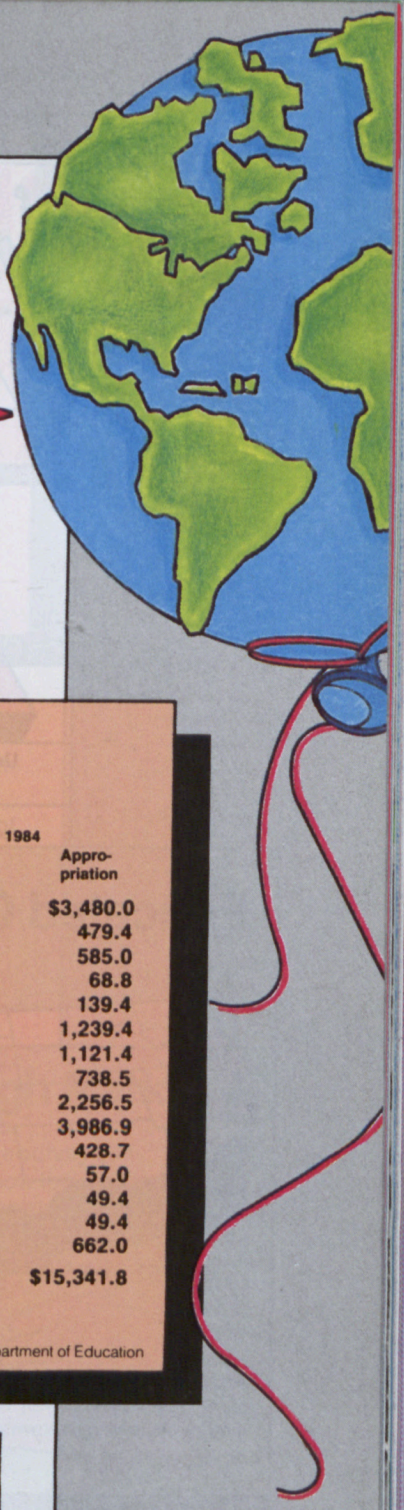
Worrying About Disaster

A poll of 1,500 American youth conducted by the National Association of Secondary School Principals found these concerns foremost on the minds of students, grades 7 through 12.



Problem Areas	% Students
Nuclear Disaster	31.7
Threat of World War III	21.3
Poverty	15.1
Overpopulation	10.5
Environmental Problems	6.5
Energy	4.3
Unemployment	1.5
Inflation/Economy	1.0

Source: *The Mood of American Youth*



Congress Blunts Administration's Budget Ax

President Reagan says he wants to strengthen U.S. schools. But his education budgets have been so low, Congress has raised them in the last three fiscal years.

Program	1982 Reagan request	1982 Appropriation	1983 Reagan request	1983 Appropriation	1984 Reagan request	1984 Appropriation
Chapter I	$2,811.8	$3,034.0	$1,942.0	$3,200.4	$3,014.0	$3,480.0
Chapter II	563.4	470.4	433.0	479.4	478.9	479.4
Impact aid	326.0	456.2	286.9	540.2	455.0	585.0
Indian education	81.1	77.9	51.1	69.2	1.2	68.8
Bilingual education	143.8	138.1	94.5	138.1	94.5	139.4
Special education	890.9	1,068.6	845.7	1,199.4	1,110.3	1,239.4
Handicapped adults	724.4	952.2	650.0	1,045.3	1,031.7	1,121.4
Vocational education	623.4	655.8	500.0	728.7	500.0	738.5
Guaranteed student loans	1,773.8	3,073.8	2,484.6	3,100.5	2,378.4	2,256.5
Direct grants and loans	3,793.8	3,569.5	1,800.0	3,617.8	3,517.8	3,986.9
Non-student aid to higher education	390.0	439.3	292.3	442.5	224.6	428.7
Educational research	70.9	62.0	62.4	64.2	57.0	57.0
Aid to libraries	66.0	80.1	—	130.3	—	49.4
Office of Civil Rights	49.4	45.0	44.9	42.1	42.1	49.4
Other	694.4	619.8	463.2	621.4	553.4	662.0
TOTAL BUDGET	$13,003.1	$14,742.7	$9,950.6	$15,419.5	$13,458.9	$15,341.8

Chapter I funds programs for disadvantaged students; Chapter II consists of education grants to states; impact aid goes to school districts which serve large numbers of U.S. government workers.

Source: U.S. Department of Education

Inventive Youth

Given the opportunity, children can redesign their worlds. New Jersey held a contest for inventors in kindergarten through eighth grade. Among the 24 top ideas out of 2,600 entries:

- A full-length umbrella created by an eight-year-old tired of getting wet on windy, rainy days.
- A rotating parking lot designed by a nine-year-old who got cold waiting for a parking attendant to bring the car.
- A mailbox with a back door designed by a seven-year-old when snow piled up on the street in front of her mailbox.

It Pays to be a Man

During her lifetime, a woman college grad will earn less than half a male grad's pay—and 40 percent less than a man with a high school diploma. Here is a 1982 breakdown of men's and women's earnings:

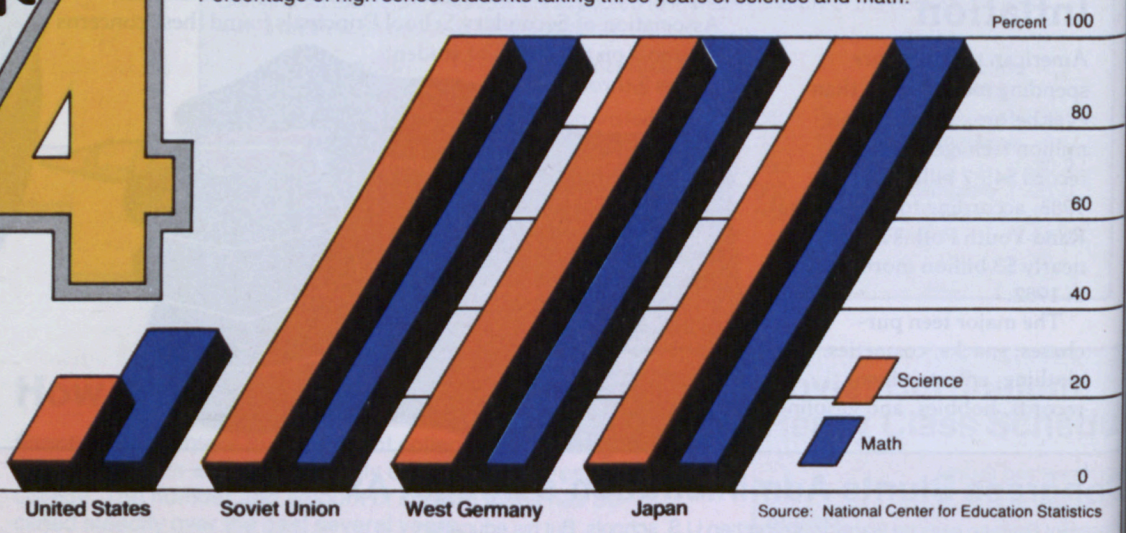
Pay	Men	Women
$5,000-$5,999	3,043,000	5,172,000
$10,000-$12,499	7,454,000	7,682,000
$15,000-$17,499	5,745,000	4,281,000
$25,000-$29,999	6,287,000	1,568,000
$50,000-$74,999	2,105,000	201,000
$75,000 and over	1,046,000	114,000

Source: U.S. Census Bureau

EDUCATION 84

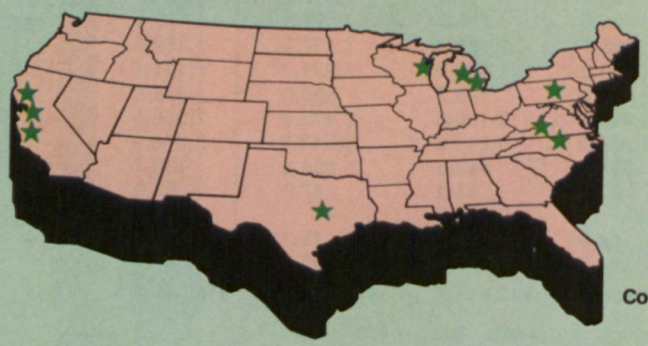
U.S. Students Are Light on Science and Math

Percentage of high school students taking three years of science and math.



Source: National Center for Education Statistics

Educated Cities



Chapel Hill, N.C.	68.7%
East Lansing, Mich.	65.4
Davis, Calif.	60.9
State College, Pa.	59.5
Ann Arbor, Mich.	56.2
Blacksburg, Va.	56.1
Wilmette, Ill.	54.0
Palo Alto, Calif.	54.0
College Station, Texas	53.9
Berkeley, Calif.	52.3

Above are those U.S. cities that have the highest percentages of residents over 25 with 16 or more years of education. Not surprisingly, they're all university towns.

Source: Census Bureau (1980)

'Who will be left to cry for me...?'

U.S. children as young as five worry about nuclear war, reports an article in the April 1984 *Psychology Today*. They feel frightened and helpless, and their fear is increased when adults refuse to discuss the issue with them. Soviet children have much the same fears, according to three U.S. psychiatrists who surveyed Soviet youth. But Soviet kids, the psychiatrists concluded, are more involved in trying to prevent nuclear war and thus feel less helpless: 93 percent of the Soviet youth polled felt nuclear war was avoidable, compared to 65 percent of the Americans.

Good Reading

The latest winners of the annual *Boston Globe*-Horn Book Awards for fiction, nonfiction, and illustration for children and young people were announced in September 1983:

Fiction

Winner: ***Sweet Whispers, Brother Rush***. Virginia Hamilton. Philomel.

Honors: ***Homesick: My Own Story***. Jean Fritz. Putnam. ***The Road to Camlann.*** Rosemary Sutcliff. Dutton. ***Dicey's Song***. Cynthia Voigt. Atheneum.

Nonfiction

Winner: ***Behind Barbed Wire: The Imprisonment of Japanese-Americans During World War II***. Daniel S. Davis. Dutton.

Honors: ***Hiroshima No Pika***. Toshi Maruki. Lothrop. ***The Jewish Americans: A History in Their Own Words, 1650-1950***. Milton Meltzer. Crowell.

Illustration

Winner: ***A Chair for My Mother***. Vera B. Williams. Greenwillow.

Counting Heads

What is the fastest-growing age group in the U.S.? Where do they live? It's 25- to 44-year-olds, according to the Census Bureau, and below is a state-by-state breakdown of where they lived in 1983:

State	Number aged 25-44
Alabama	1.2 million
Alaska	176,000
Arizona	866,000
Arkansas	637,000
California	8 million
Colorado	1.1 million
Connecticut	939,000
Delaware	180,000
District of Columbia	205,000
Florida	2.9 million
Georgia	1.8 million
Hawaii	324,000
Idaho	289,000
Illinois	3.4 million
Indiana	1.6 million
Iowa	815,000
Kansas	693,000
Kentucky	1.1 million
Louisiana	1.3 million
Maine	328,000
Maryland	1.4 million
Massachusetts	1.7 million
Michigan	2.7 million
Minnesota	1.2 million
Mississippi	697,000
Missouri	1.4 million
Montana	245,000
Nebraska	452,000
Nevada	291,000
New Hampshire	297,000
New Jersey	2.2 million
New Mexico	410,000
New York	5.2 million
North Carolina	1.8 million
North Dakota	192,000
Ohio	3.1 million
Oklahoma	953,000
Oregon	848,000
Pennsylvania	3.3 million
Rhode Island	270,000
South Carolina	976,000
South Dakota	186,000
Tennessee	1.4 million
Texas	4.8 million
Utah	453,000
Vermont	162,000
Virginia	1.8 million
Washington	1.4 million
West Virginia	562,000
Wisconsin	1.4 million
Wyoming	168,000
Total	**69.6 million**

Source: Census Bureau

'. . . And Don't Be Late'

According to a survey of teenagers, strict parental rules are still very much with us—with some interesting variations depending on whether the teen is male or female. The most common subjects of these rules:

Rules	% All Teens	% Males	%Females
Curfew	69.2	66.4	71.7
Attend religious services	51.6	54.6	48.9
Time on household chores	49.3	52.3	46.6
Friends	47.0	47.2	46.8
Whom to date	43.6	33.2	52.6
Time on schoolwork	42.4	46.8	38.5
Preparation for career	38.6	44.3	33.7
Hair/clothing styles	37.0	43.2	31.6
Kinds of hobbies/sports	23.6	30.1	17.9
Time on hobbies/sports	23.4	29.4	18.1

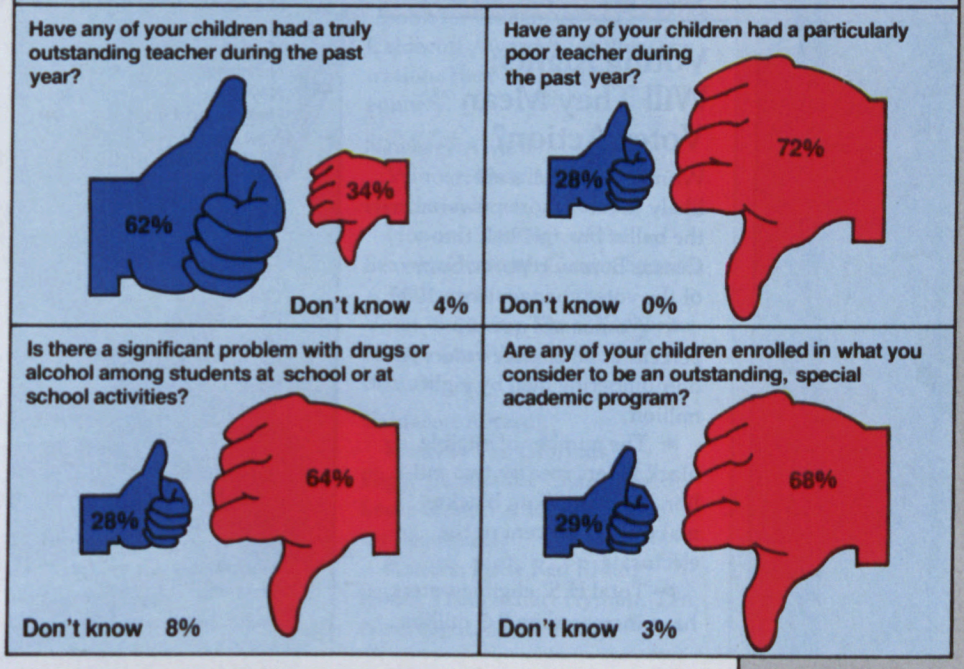
Source: *The Mood of American Youth*, National Association of Secondary School Principals, 1984.

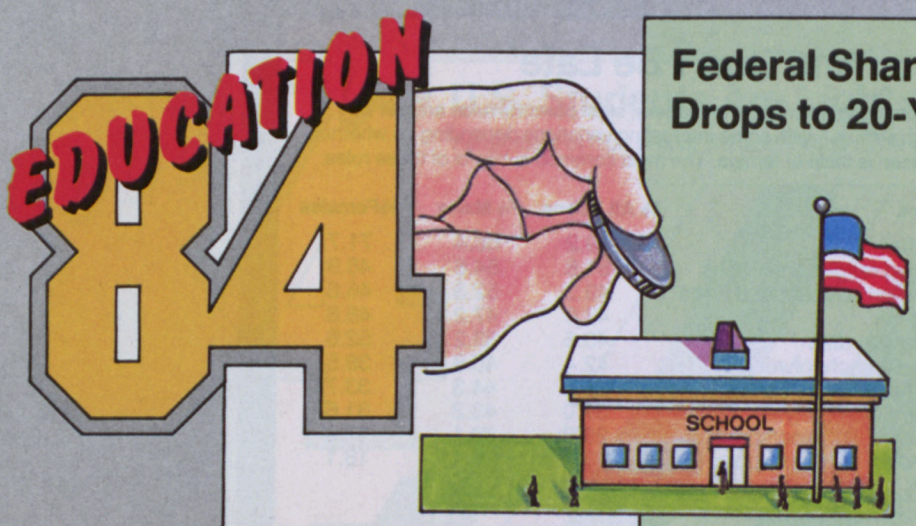
The Drop-Out Blues

About 14 percent of high school sophomores leave school before graduating, according to a study by the National Center for Education Statistics. Dropout rates vary sharply by ethnic group—and income level. American Indians and Alaska Natives have the highest rate—29 percent. Hispanics and Blacks follow with 18 and 17 percent respectively. The dropout rate for whites is 12 percent, and it's 3 percent for Asian Americans. The study also found that most dropouts come to regret their decision.

Survey Gives U.S. Teachers High Marks

"Americans are satisfied with schools," read the headline. The survey conducted for *USA Today* asked parents of school-age children how they felt about the education their children were receiving. The results are shown below:





Federal Share of School Aid Drops to 20-Year Low

In 1983-84, state governments, for the sixth year in a row, outpaced local governments as the major source of public school funds. States provided an estimated 49 percent of public school revenues, compared to an estimated local contribution of 44.6 percent and a federal contribution that had dropped to an estimated 6.4 percent—the lowest since the 1960s. Below, a state-by-state breakdown:

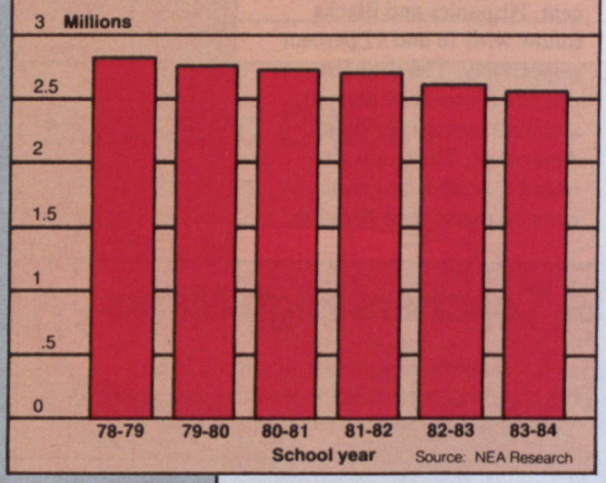
Public school revenue percentages

	Federal funds	State funds	Local funds
Alabama	13.1	67.3	19.6
Alaska	1.3	83.1	15.7
Arizona	8.5	52.3	39.2
Arkansas	12.5	54.3	33.1
California	6.9	67.0	26.1
Colorado	4.7	42.0	53.3
Connecticut	5.2	38.2	56.7
Delaware	9.4	67.6	23.1
District of Columbia	10.2	...	89.8
Florida	8.2	54.5	37.4
Georgia	9.3	58.6	32.1
Hawaii	9.0	90.7	.3
Idaho	7.1	64.1	28.8
Illinois	7.6	37.7	54.6
Indiana	5.7	53.6	40.7
Iowa	5.4	41.0	53.7
Kansas	5.0	44.2	50.8
Kentucky	10.5	70.9	18.6
Louisiana	8.8	59.4	31.8
Maine	7.8	50.9	41.3
Maryland	5.6	39.6	54.8
Massachusetts	4.5	41.3	54.1
Michigan	4.3	35.1	60.6
Minnesota	4.4	54.1	41.5
Mississippi	19.4	55.3	25.3
Missouri	7.2	39.9	52.9
Montana	9.1	45.3	45.6
Nebraska	6.3	28.5	65.2
Nevada	5.2	42.4	52.4
New Hampshire	3.7	7.1	89.2
New Jersey	3.8	39.3	57.0
New Mexico	10.8	77.7	11.5
New York	3.8	41.3	55.0
North Carolina	11.4	61.7	26.9
North Dakota	7.1	56.4	36.4
Ohio	5.2	43.9	50.9
Oklahoma	7.3	66.7	26.0
Oregon	5.6	28.8	65.6
Pennsylvania	4.3	45.4	50.3
Rhode Island	4.6	35.8	59.5
South Carolina	12.0	59.3	28.6
South Dakota	8.1	26.9	65.0
Tennessee	10.0	45.9	44.1
Texas	6.8	47.7	45.5
Utah	5.1	54.7	40.1
Vermont	5.7	33.8	60.5
Virginia	6.6	43.0	50.4
Washington	5.6	75.1	19.2
West Virginia	9.2	61.2	29.6
Wisconsin	4.4	37.9	57.7
Wyoming	2.6	29.6	67.8

Source: NEA Research

Class of '84 Smaller than '83

The estimated number of U.S. high school graduates continued to decline in 1984—although at a slightly slower rate than the previous year.



Voting Rights: Will They Mean Voter Action?

Women and blacks are likely to have more power at the ballot box in 1984, the Census Bureau reports. Some of the voter changes since 1980:

► Women are now 52 percent of all eligible voters—outnumbering men by eight million.

► The number of eligible black voters rose by two million. At 19 million, blacks make up 11 percent of the electorate.

► Total U.S. eligible voters have increased by 9.5 million.

When Raises Aren't Raises

The estimated average salary of classroom teachers rose to $22,019 in the 1983-84 school year, a 6.3 percent increase over the year before. The average elementary school teacher earned $21,452; the average secondary school teacher, $22,667.

The chart below shows classroom teachers' average annual salaries in actual dollars. But when inflation is taken into account, teachers' purchasing power has risen only 4.2 percent in the past 17 years—from $6,821 in 1966-67 to $7,121 in 1983-84.

Average Annual Salaries, 1973-74 to 1983-84

School year	Elementary	Secondary	Total
1973-74	$10,507	$11,077	$10,778
1974-75	11,334	12,000	11,690
1975-76	12,280	12,947	12,591
1976-77	12,990	13,776	13,352
1977-78	13,846	14,603	14,198
1978-79	14,680	15,450	15,032
1979-80	15,570	16,460	15,971
1980-81	17,241	18,125	17,642
1981-82	18,801	19,851	19,270
1982-83	20,205	21,380	20,715
1983-84	21,452	22,667	22,019

Source: NEA Research

Did You Read a Book Yesterday?

Surprise! Americans polled in 1984 were *more* likely to say yes than their 1955 counterparts.

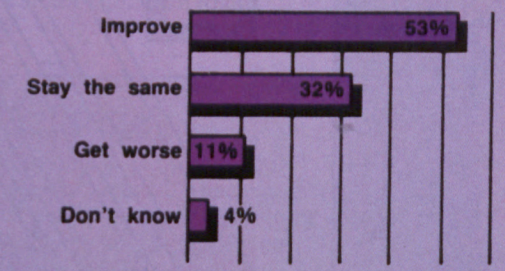
	1955 %	1984 %	All Books Percent Change 1955-1984
Sex			
Male	16	23	+ 7
Female	23	26	+ 3
Age			
18-34	20	23	+ 3
35-49	17	27	+10
50 and older	24	25	+ 1
Education			
College	30	37	+ 7
High school	17	20	+ 3
Less than high school	20	10	−10

Source: The Gallup Poll

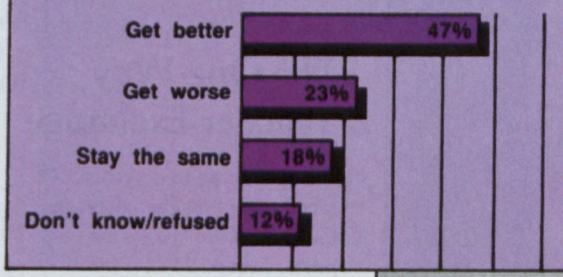
Americans Are Optimists

The results of an end-of-the-year survey in *USA Today* support the notion that Americans are an optimistic sort. Sixty-five percent of the respondents said they expected their lives to improve in 1984, despite the fact that only 37 percent said their lives improved last year. The survey results are below:

How do you expect the overall quality of life in the USA to change during 1984?



Thinking ahead to the year 2000, how do you expect the standard of living in the USA to change?



The American Library Association annually presents its Newbery Award for the best book for readers up to age 14; its Caldecott Award is for illustration. Here are the 1984 winners:

Newbery Award

Winner: **Dear Mr. Henshaw.** Beverly Cleary.

Honors: **The Sign of the Beaver.** Elizabeth George Speare. **A Solitary Blue.** Cynthia Voigt. **Sugaring Time.** Katherine Lasky. **The Wish Giver.** Bill Brittain.

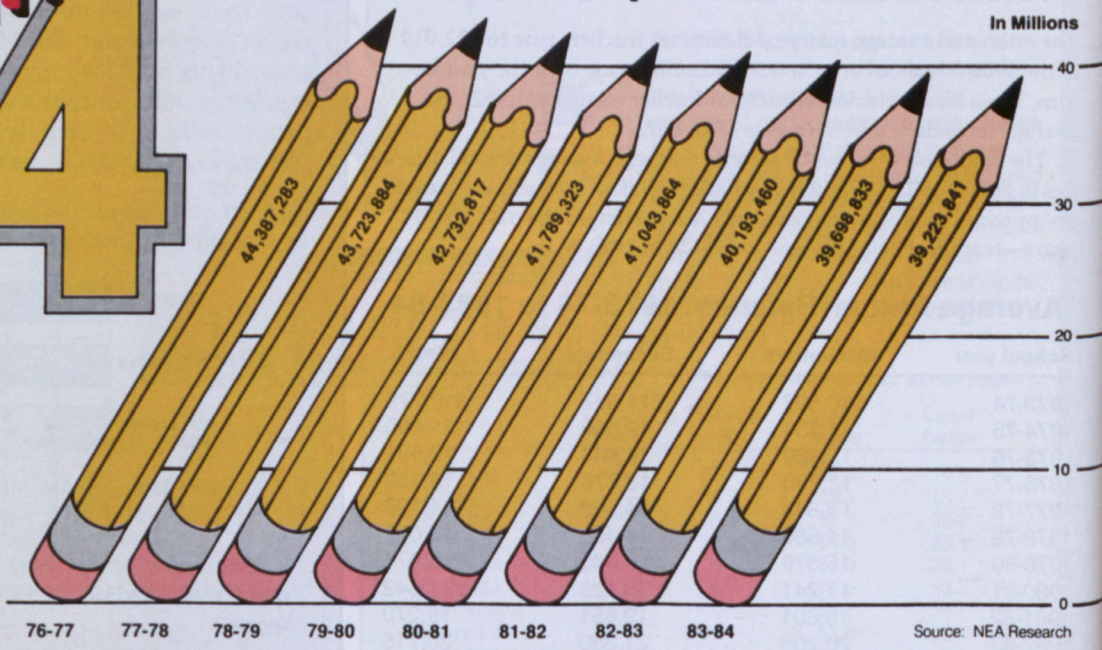
Caldecott Award

Winner: **The Glorious Flight: Across the Channel with Louis Bleriot.** Alice and Martin Provensen.

Honors: **Little Red Riding Hood.** Trina Schart Hyman. **Ten, Nine, Eight.** Molly Bang.

EDUCATION 84

Enrollments Dip in Public Schools



Source: NEA Research

The One-Way Teacher Exchange

What's a state to do when faced with a teacher shortage? Georgia, *Time* magazine reports, needed 93 new math teachers for the 1984-85 school year. But rather than boost the starting salary of $15,400 for teachers with a master's degree, the state's education department went to Germany—where 40,000 teachers are unemployed—to find its new math teachers.

Georgia is not alone in trying to get teachers on the cheap. Louisiana, New York, California, and Illinois are looking at this same scheme.

A Winning Four-Letter Word...

Who could have guessed, after all the polysyllabic challenges, that it would be a four-letter word that put him over the top? It was the correct spelling of *luge* (a small sled) that made Daniel Greenblatt the winner of the 57th National Spelling Bee.

Greenblatt, an eighth grader from Sterling, Va., won out over 150 other finalists. In the end it was just he and Amy McWhirter of St. Joseph, Mich.—but she slipped on *towhee* (a ground sparrow).

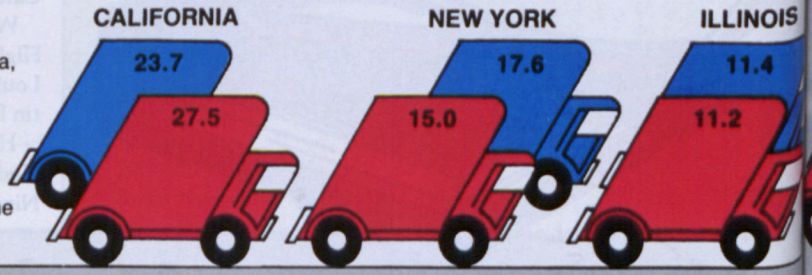
. . . And Some Spelling Stats

Final authority for the National Spelling Bee is *Webster's Third New International Dictionary*. Since the contest's beginning in 1925, 33 of the 59 champions have been girls.

The 1984 finalists came from 43 states, Guam, Mexico City, Puerto Rico, and the Virgin Islands. Two were in fifth grade; 18 in sixth; 44 in seventh; and 87 in eighth. The contest is run by Scripps-Howard Newspapers.

Moving On

The Census Bureau predicts that by the year 2000, California, Texas, and Florida will be the nation's most populous states. Here's how those states and four others, which are now among the nation's most populous, will grow or decline by the year 2000.



Class Picture: Four Years Later

Of the nearly 3.8 million ninth graders enrolled in public schools in 1977-78, 72 percent graduated four years later. Below is a state-by-state breakdown of graduation rates for the Class of '81.

State	Percent
50 States and D.C.	72.1
Alabama	67.1
Alaska	68.7
Arizona	69.0
Arkansas	74.8
California	68.0
Colorado	76.5
Connecticut	71.1
Delaware	72.7
District of Columbia	54.6
Florida	63.7
Georgia	64.3
Hawaii	79.6
Idaho	76.8
Illinois	73.2
Indiana	75.3
Iowa	84.8
Kansas	80.5
Kentucky	67.3
Louisiana	63.4
Maine	71.4
Maryland	75.0
Massachusetts	76.8
Michigan	72.5
Minnesota	86.0
Mississippi	61.8
Missouri	74.0
Montana	80.9
Nebraska	81.3
Nevada	76.8
New Hampshire	77.1
New Jersey	76.7
New Mexico	71.9
New York	65.9
North Carolina	67.1
North Dakota	84.9
Ohio	78.4
Oklahoma	76.9
Oregon	70.3
Pennsylvania	78.6
Rhode Island	72.8
South Carolina	68.8
South Dakota	82.8
Tennessee	66.7
Texas	68.8
Utah	80.2
Vermont	75.5
Virginia	73.3
Washington	75.3
West Virginia	74.0
Wisconsin	82.3
Wyoming	80.0

Source: National Center for Education Statistics

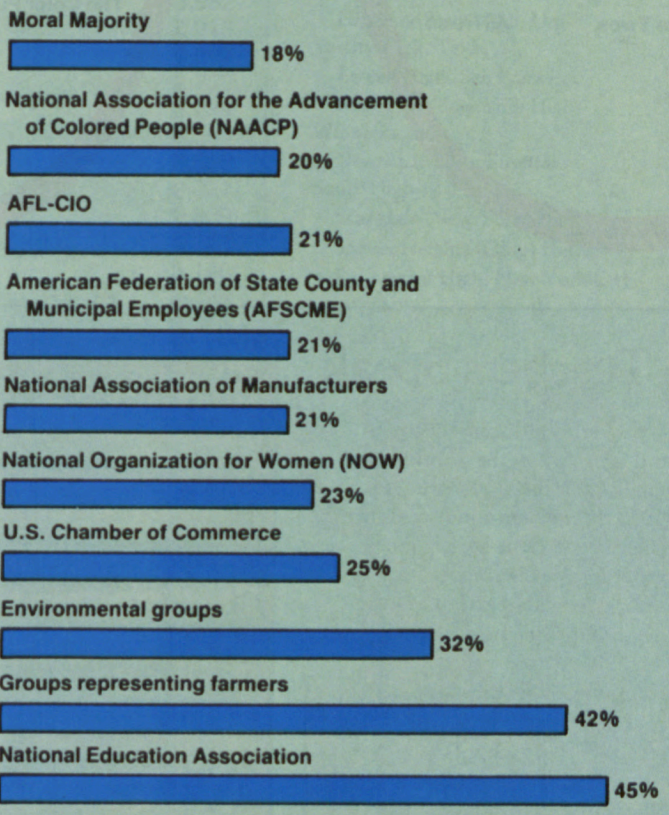
So This Is Justice?

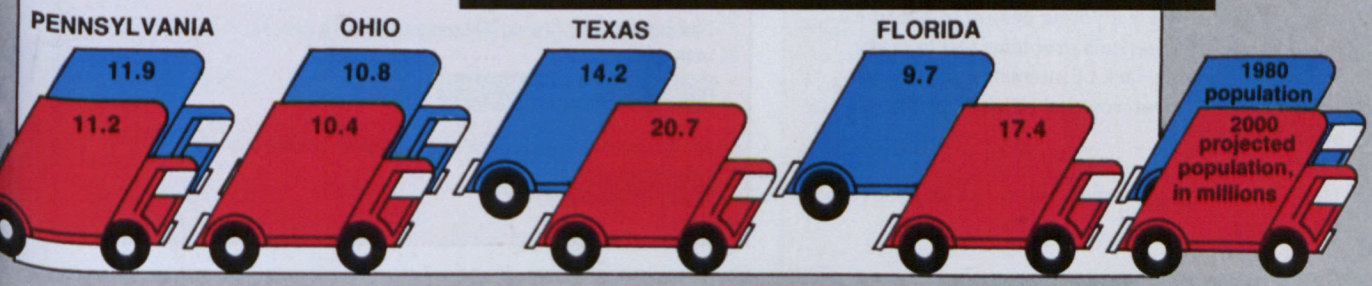
The Reagan Administration's record on civil rights enforcement has been consistent—consistently bad, that is. Among the low lights:

- ► The Justice Department's support of reverse discrimination lawsuits.
- ► Opposition to busing to achieve school desegregation.
- ► Limitations on enforcement of the law barring sex discrimination in schools and colleges.
- ► Eighty-seven percent reduction in housing bias suits.
- ► Removal of Administration critics on the U.S. Civil Rights Commission.

Voters Get NEA Message

Sometimes an organization's endorsement is a downright burden for a candidate, but that's not the case with NEA backing, according to a *USA Today* poll. Below, the percentage of registered voters who said they are more likely to vote for a candidate endorsed by each group:





EDUCATION '84

More Than Bearly Readable

Bears are big. So is business. These are topics of books named most popular in spring 1984 surveys of what preteens and college-age students are reading.

JUVENILES

Book	Author
Berenstain Bears and Too Much TV	*Stan and Jan Berenstain*
Never Talk to Strangers	*Irma Joyce*
Butter Battle Book	*Dr. Seuss*
D&D Dragons Ransom	*Laura French*
Care Bears Terrible Twos	*Ali Reich*

Source: Dalton Bookseller

COLLEGE

Book	Author
Megatrends	*John Naisbitt*
In Search of Excellence	*Thomas J. Peters, Robert H. Waterman, Jr.*
The One Minute Manager	*Kenneth Blanchard, Spencer Johnson*
Blue Highways	*William Least Heat Moon*
The Color Purple	*Alice Walker*

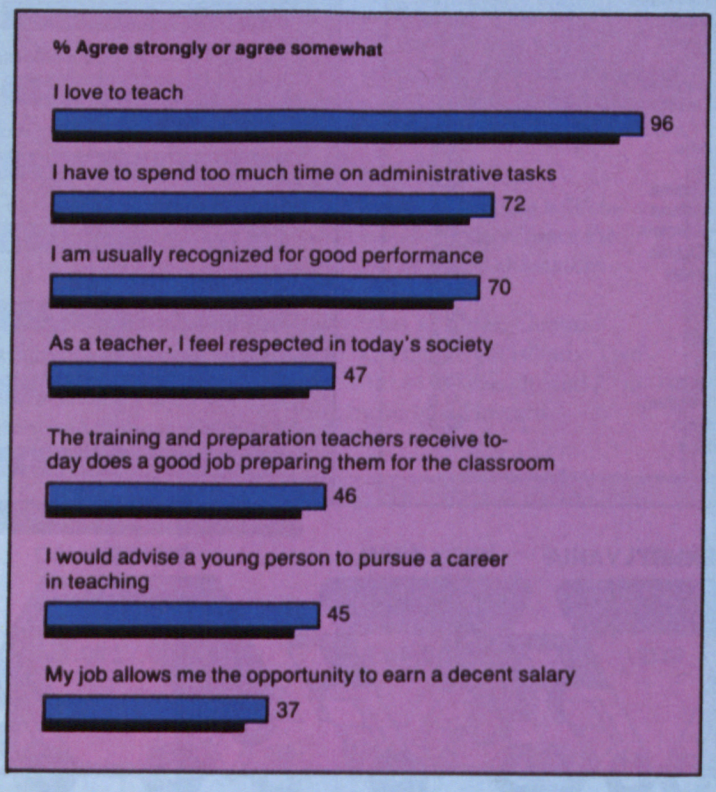
Source: *Chronicle of Higher Education*

American Teachers Speak

"Love of teaching is a powerful inducement to America's teachers and is probably the dominant feeling that keeps them in their jobs," concludes a survey of nearly 2,000 U.S. teachers conducted in the spring of 1984. The survey, done by Louis Harris for the Metropolitan Life Insurance Co., found that teachers are "a dedicated group of professionals" anxious to improve the educational system.

The poll also found that teachers face a multitude of frustrations. While 96 percent say they love teaching and 91 percent rate their schools as either excellent or good, only 47 percent think teachers are respected by society, only 37 percent feel they can earn a decent salary teaching—and only 45 percent would advise a young person to become a teacher. The most serious problems teachers say they face: students' lack of interest, inadequate school funding, overcrowded classes, and lack of school discipline.

Here's how teachers responded to one set of seven statements.



Alaska Tops All States In Spending Per Pupil

The amount spent on each public school student varies widely from state to state—from a high of $7,026 in Alaska to a low of $2,102 in Alabama. Below is a list by state of estimated public school spending per pupil in average daily attendance for the 1983-84 school year:

	Total Current Expenditures per Pupil in ADA
U.S. and D.C.	$3,173
Alabama	2,102
Alaska	7,026
Arizona	2,738
Arkansas	2,257
California	2,912
Colorado	3,261
Connecticut	4,061
Delaware	3,735
Dist. of Col.	4,116
Florida	3,201
Georgia	2,309
Hawaii	3,982
Idaho	2,219
Illinois	3,397
Indiana	2,730
Iowa	3,239
Kansas	3,361
Kentucky	2,550
Louisiana	2,821
Maine	2,829
Maryland	3,720
Massachusetts	3,176
Michigan	3,498
Minnesota	3,376
Mississippi	1,962
Missouri	2,714
Montana	3,631
Nebraska	2,927
Nevada	2,870
New Hampshire	2,796
New Jersey	4,943
New Mexico	2,921
New York	4,845
North Carolina	2,460
North Dakota	3,307
Ohio	3,090
Oklahoma	3,312
Oregon	3,771
Pennsylvania	3,725
Rhode Island	3,720
South Carolina	2,431
South Dakota	2,657
Tennessee	2,173
Texas	2,670
Utah	1,992
Vermont	3,148
Virginia	2,968
Washington	3,106
West Virginia	2,587
Wisconsin	3,553
Wyoming	4,488

Source: NEA Research

Parade's Parade of Star Schools

Using criteria that included academics, discipline, teaching, curriculum, and community support, *Parade Magazine* set out to identify the 10 best public high schools in the country—but ended up citing 15.

Beverly Hills (California) High
Boston Latin School
The Bronx (New York) High School of Science
Central High, Philadelphia
Edina (Minnesota) High
Great Neck (New York) North High
Greenwich (Connecticut) High
Highland Park High, University Park, Texas
Lowell High, San Francisco
New Trier Township High, Winnetka, Ill.
Newton (Massachusetts) South High
Scarsdale (New York) High
Shaker Heights (Ohio) High
Stuyvesant High, New York City
Walt Whitman High, Bethesda, Md.

Why Students Like School

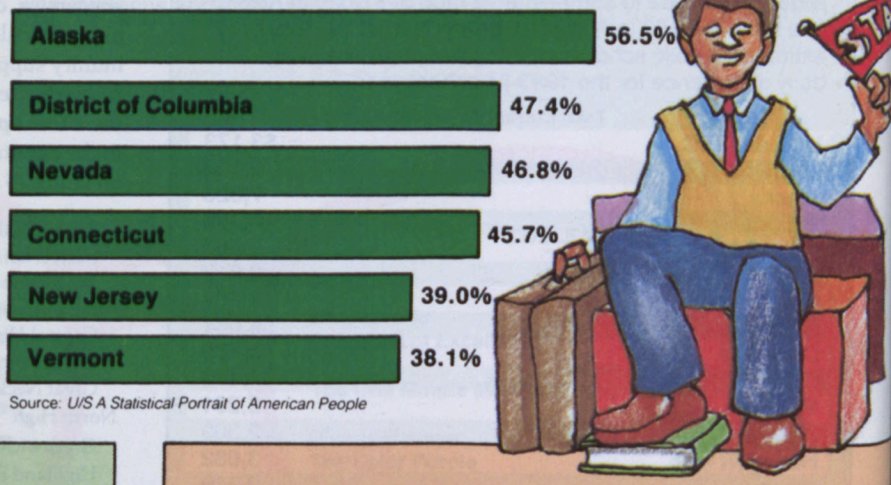
	% All Teens	%Males	% Females
Friends	71.9	71.0	72.6
Sports	31.2	37.0	26.2
Learning	17.1	16.0	18.1
Social Activities	16.0	9.1	22.0
Teachers	15.1	13.8	16.2
Classes	10.2	8.9	11.4
Cocurricular Activities	7.3	8.2	6.6
Other Things	9.7	12.0	7.7

Source: *The Mood of American Youth*, National Association of Secondary School Principals, 1984

EDUCATION '84

Students Look for Greener Pastures

On average, 17.8 percent of U.S. college students attend schools not in their home states. Below are those states with the highest percentages of students who go to out-of-state colleges:



Source: *U/S A Statistical Portrait of American People*

Well-Fixed Senators

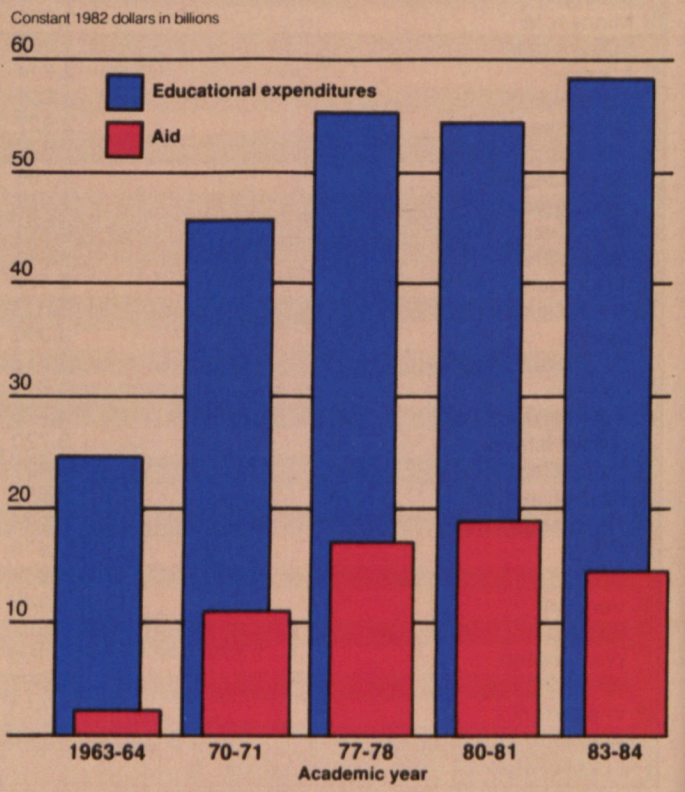
If you want to be a U.S. senator, it doesn't hurt to be a millionaire. Below, a list of Senate millionaires and their reported assets:

	Assets in millions
Jeremiah Denton (R-Ala.)	$ 1.28
Frank Murkowski (R-Alaska)	1.87
Ted Stevens (R-Alaska)	1.23
Dennis DeConcini (D-Ariz.)	8.93
Barry Goldwater (R-Ariz.)	1.25
Pete Wilson (R-Calif.)	1.00
William Armstrong (R-Colo.)	2.07
Lowell Weicker (R-Conn.)	1.46
Lawton Chiles (D-Fla.)	2.36
Alan Dixon (D-Ill.)	1.63
Charles Percy (R-Ill.)	12.10
Bob Dole (R-Kans.)	3.26
Nancy Kassebaum (R-Kans.)	2.50
Wendell Ford (D-Ky.)	1.21
Walter Huddleston (D-Ky.)	1.13
Russell Long (D-La.)	2.02
Rudy Boschwitz (R-Minn.)	1.80
John Stennis (D-Miss.)	1.03
John Danforth (R-Mo.)	8.90
Thomas Eagleton (D-Mo.)	2.24
Chic Hecht (R-Nev.)	2.60
Bill Bradley (D-N.J.)	1.19
Frank Lautenberg (D-N.J.)	5.50
Quentin Burdick (D-N.Dak.)	1.00
John Glenn (D-Ohio)	4.84
Mark Hatfield (R-Ore.)	2.03
John Heinz (R-Pa.)	5.01
Arlen Specter (R-Pa.)	1.14
John Chafee (R-R.I.)	1.20
Claiborne Pell (D-R.I.)	11.80
Ernest Hollings (D-S.C.)	1.10
Strom Thurmond (R-S.C.)	1.14
Howard Baker (R-Tenn.)	1.26
Lloyd Bentsen (D-Tex.)	2.60
Orrin Hatch (R-Utah)	1.39
John Warner (R-Va.)	4.30
Slade Gorton (R-Wash.)	1.00

Source: Associated Press

College Costs Soar; Student Aid Drops

Parents who think it's becoming harder to finance their children's higher education are right. College costs have continued to rise, but student aid dropped 21 percent in the early 1980s. The reason: cuts in federal student aid programs. The chart below shows student aid in relation to educational expenditures.



Source: Washington Office of the College Board
Figures for educational expenditures cover instruction and research, but not room and board.

Average Teacher Wage Hits $22,000 in 1984

Teacher pay rose an estimated 6.3 percent from $20,715 in 1983 to an estimated $22,019 in 1984. Below is a state-by-state breakdown.

U.S. and D.C. average	$22,019
Alabama	18,000
Alaska	36,564
Arizona	21,605
Arkansas	16,929
California	26,403
Colorado	22,895
Connecticut	22,624
Delaware	20,925
District of Columbia	27,659
Florida	19,545
Georgia	18,505
Hawaii	24,357
Idaho	18,640
Illinois	23,345
Indiana	21,587
Iowa	20,140
Kansas	19,598
Kentucky	19,780
Louisiana	19,100
Maine	17,328
Maryland	24,095
Massachusetts	22,500
Michigan	28,877
Minnesota	24,480
Mississippi	15,895
Missouri	19,300
Montana	20,657
Nebraska	18,785
Nevada	23,000
New Hampshire	17,376
New Jersey	23,044
New Mexico	20,760
New York	26,750
North Carolina	18,014
North Dakota	20,363
Ohio	21,421
Oklahoma	18,490
Oregon	22,833
Pennsylvania	22,800
Rhode Island	24,641
South Carolina	17,500
South Dakota	16,480
Tennessee	17,900
Texas	20,100
Utah	20,256
Vermont	17,931
Virginia	19,867
Washington	24,780
West Virginia	17,482
Wisconsin	23,000
Wyoming	24,500

Source: NEA Research

Missing Kids: A New Idea

Each year an estimated 1.5 million children are reported missing in the United States. In response, school systems, in cooperation with local police departments, have begun fingerprinting students so that missing children can be more easily identified and traced.

Last July, the state of Washington inaugurated the first statewide identification program. For a $3 fee, Washington parents can get driver's license-type IDs with their kids' photos and fingerprints. The IDs will be kept in the state's records or at home.

If a child later becomes missing, information can be released to authorities nationwide (but only if the parents agree).

'84's Big News

In June 1984, Americans were asked what had been the most memorable news event of the previous 12 months. The results are below:

News event	Percent naming
Beirut bombing	14%
Campaign/elections	12
Grenada invasion	7
Space shuttle	6
U.S. leaves Lebanon	4
KAL plane shot down	3
Weather	3
Lebanese war	2
Christopher Wilder	2
Hart campaign	2
Can't remember	23

Source: *Public Opinion* magazine

EDUCATION '84

The 1984 Teachers of the Year

Fifty-two teachers were named Teachers of the Year in 1984 by the Council of Chief State School Officers, *Encyclopaedia Britannica*, and *Good Housekeeping*. The awards recognize excellence and innovation in education and are among the most prestigious that teachers can receive. Below is a list of those honored from each state (except Maryland), the District of Columbia, American Samoa and Puerto Rico.

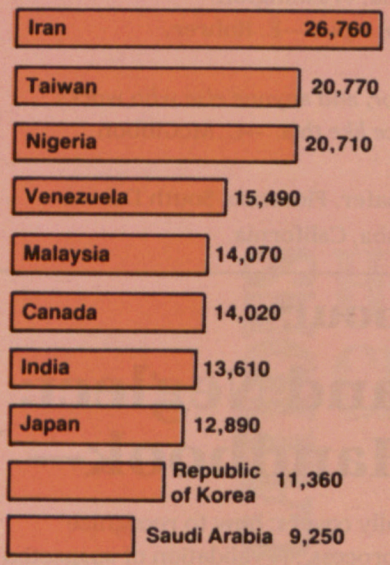
David Lutman

Sherleen Sisney, a social studies teacher in Lousiville, Kentucky, is the 1984 Teacher of the Year.

State	City	Teacher
Alabama	Enterprise	Jo Ann McKnight
Alaska	Cordova	Jerry Bendzak
American Samoa	Utelei Village	Leilani Ah Van
Arizona	Sahuarita	Archie Romney
Arkansas	Fort Smith	Ray Baker
California	Napa	Francis Clark Chamberlain
Colorado	Arvada	Kim Natale
Connecticut	West Hartford	Roger Morissette
Delaware	Frankford	Teresa Carey
Florida	Tallahassee	Cynthia Taylor
Georgia	Norcross	Kay Harvey
Hawaii	Lihue, Kauai	Jean Dobashi
Idaho	Wendell	Victoria Roper
Illinois	Edwardsville	Kathleen Renfro Weber
Indiana	Flora	Glen Dean Dillman
Iowa	Des Moines	Sharon Lee
Kansas	Colby	Betty Amos
Kentucky	Louisville	Sherleen Sisney
Louisiana	Zachary	Nancy Messer
Maine	Belfast	Lawrence Greenleaf
Massachusetts	Scituate	Kathleen Hughes
Michigan	Kalkaska	Marvelle Vannest
Minnesota	Roseau	Donald Miller
Mississippi	Pascagoula	Bess Moffatt
Missouri	St. Louis	Jeanne Crews
Montana	Helena	Kenneth Price
Nebraska	Omaha	Alfred DiMauro
Nevada	Elko	Linda Bunch
New Hampshire	Wilton	Shirley Forrest
New Jersey	Denville	Theresa Christiano
New Mexico	Albuquerque	Mauro Montoya
New York	Liverpool	Claire Deloria
North Carolina	Clinton	Jean Paul Powell
North Dakota	Fargo	Jim Papacek
Ohio	Bexley	Molly Palsgrove Davis
Oklahoma	Elk City	Gwen Pasby
Oregon	Tualatin	Evelyn Mae Andrews
Pennsylvania	Feasterville	Francis Champine
Puerto Rico	Toa Baja	Carmen Felix Alicea
Rhode Island	Peace Dale	Mollie James
South Carolina	Greenville	Fanya Paouris
South Dakota	Brandon	Jean Peterson
Tennessee	Sparta	Sandra Kaye Hunter Crouch
Texas	Austin	Jack Porter
Utah	Salt Lake City	Clay Petersen
Vermont	Moretown	Harry Brusa
Virginia	Arlington	John Pleacher
Washington	Seattle	Jack Rogers
Washington, D.C.		Emma Isler
West Virginia	Welch	Jessie Roberts
Wisconsin	Manitowoc	Harry O'Connell
Wyoming	Casper	Charlotte Levendosky

A U.S. Education: Popular Abroad

A U.S. higher education carries a great deal of prestige abroad. While the rate of increase has slowed since 1980, the number of foreign students in U.S. colleges and universities has been climbing continually over the past three decades. Below, the countries with the most students studying here:



Source: Institute of International Education

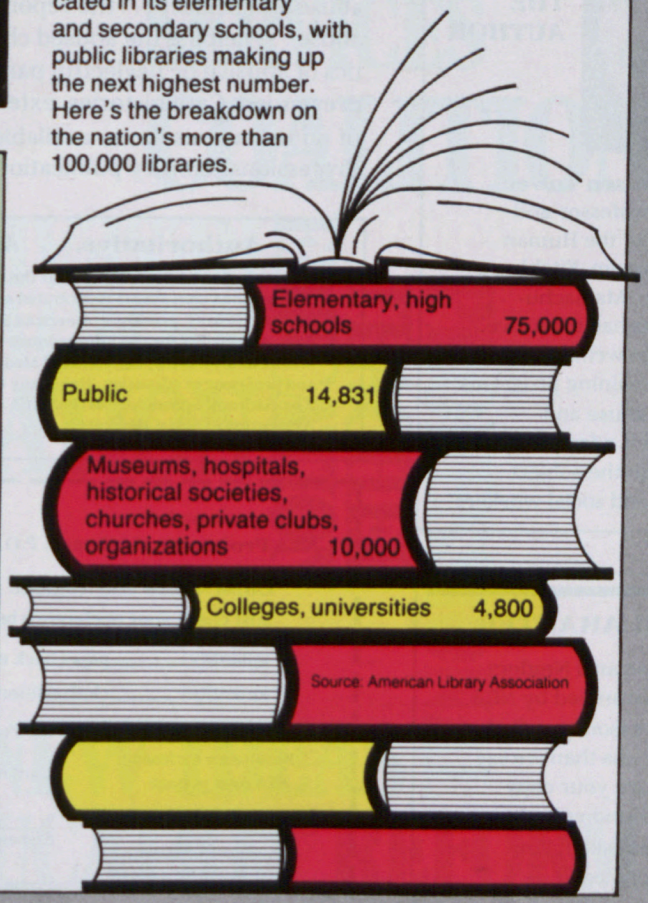
The Lowdown on Wages: Private Industry vs. Education

1974	Private Industry	1984
$ 8,685	Laboratory Technician	$17,761
8,892	Librarian	19,344
9,672	Economist	20,484
11,040	Accountant	20,176
10,088	Sanitation Worker	20,280
10,176	Statistician	22,416
11,284	Radio Broadcaster	20,800
11,925	Bus Driver (Metro)	22,906
11,546	Computer Analyst	24,864
11,556	Engineer	26,844
13,485	Construction Worker	23,126
14,820	Plumber	24,180
16,801	Social Worker	23,907
18,666	Purchasing Director	37,374
19,634	Personnel Director	42,978
8,223	Teacher	14,500

Sources: U.S. Department of Labor Reports: *Employment and Earnings; Professional, Administrative, Technical, and Clerical Pay;* NEA Research Report: *Prices, Budgets, Salaries, and Incomes;* U.S. Office of Personnel Management Report: *State Salary Survey.*

The Book on Libraries

By far the largest number of the nation's libraries are located in its elementary and secondary schools, with public libraries making up the next highest number. Here's the breakdown on the nation's more than 100,000 libraries.



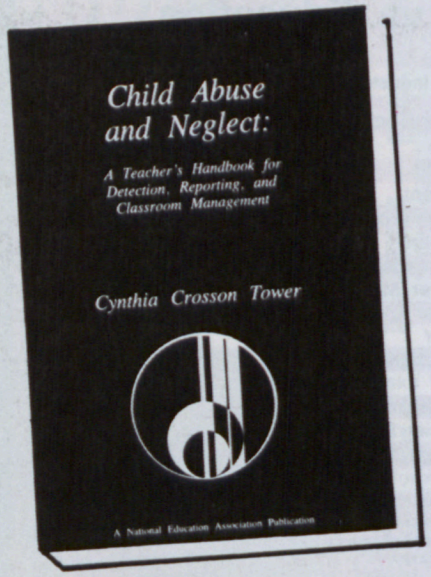
PTA Membership Grows Slightly

Membership in Parent-Teachers Associations nationwide increased 1.3 percent in 1983-84, to 5.4 million. Below, the 10 states with the largest percentage increase in PTA membership:

State	Increase
Maine	23.4%
District of Columbia	18.5
New Hampshire	16.5
Delaware	12.3
Georgia	12.3
South Dakota	10.5
South Carolina	10.0
New Mexico	9.0
Alaska	8.7
Virginia	6.6

Source: PTA

"I wish this book had been available years ago." —B. Boyles, Wilmington, Delaware



Just listen to what your teacher colleagues say.

"Excellent and valuable!"—J. F. Rhodes, Whitefish, Montana
"Complete, timely, and on target."—P. Roop, Appleton, Wisconsin
"The information is presented efficiently for quick reference in time of need."—J. Mateicka, Yakima, Washington
"This is the best book I have read on the topic."—E. Rohrer, Lebanon, Pennsylvania
"Every teacher, counselor, administrator, and anyone else who works with children needs to have a resource like this."—C. McGibbon, San Antonio, Texas
"Every teacher should read it."—A. Schafer, Florence, South Dakota
"Beautifully concise!"—M. Miller, Dinuba, California.

They're talking about:

Child Abuse and Neglect: A Teacher's Handbook—

—This book objectively and realistically covers: how to recognize abuse and neglect . . . the reporting process . . . validation of suspected abuse . . . helping the abused child in the classroom . . . characteristics of abusive or neglectful parents . . . what teachers can do about prevention. Case histories, extensive bibliography, and descriptions of numerous resources available to teachers make this newest NEA Professional Library publication *the* handbook for all teachers.

MEET THE AUTHOR

Cynthia Crosson Tower is assistant professor and coordinator of the Human Services Program, Fitchburg State College, Massachusetts. She has had extensive experience in writing and conducting training programs about child abuse and neglect, and is a frequent consultant on the subject for schools and social workers.

Authoritative. Accurate. Comprehensive.

More than 500 educators served as the Review Board for *Child Abuse and Neglect*. Six other distinguished consultants contributed a comprehensive perspective in the Foreword. They are: Hilda B. Minkoff, president, American School Counselor Association; Becky J. Smith, president, Association for the Advancement of Health Education-AAHPERD; Annette Heiser Ficker, M.D., Children's Hospital, National Medical Center; Alfred Alschuler, clinical psychologist and professor of education, University of Massachusetts; Deborah Bacon, president, National Association of School Nurses, Inc./NEA; and Isadora Hare, senior staff associate, National Association of Social Workers.

NEA GUARANTEE

Child Abuse and Neglect is totally guaranteed by NEA. If, for any reason, you find this book is less than we say . . . just return your copy and we'll refund your money: no questions asked! You must be satisfied.

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Child Abuse and Neglect: A Teacher's Handbook

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(quantity) _____ cloth edition, **$14.95** (Stock #0827-X-00-F)

☐ Remittance enclosed: NEA pays postage

☐ Bill me (Postage and handling charge will be added)

OR, Charge to my ☐ Visa Card ☐ Mastercard

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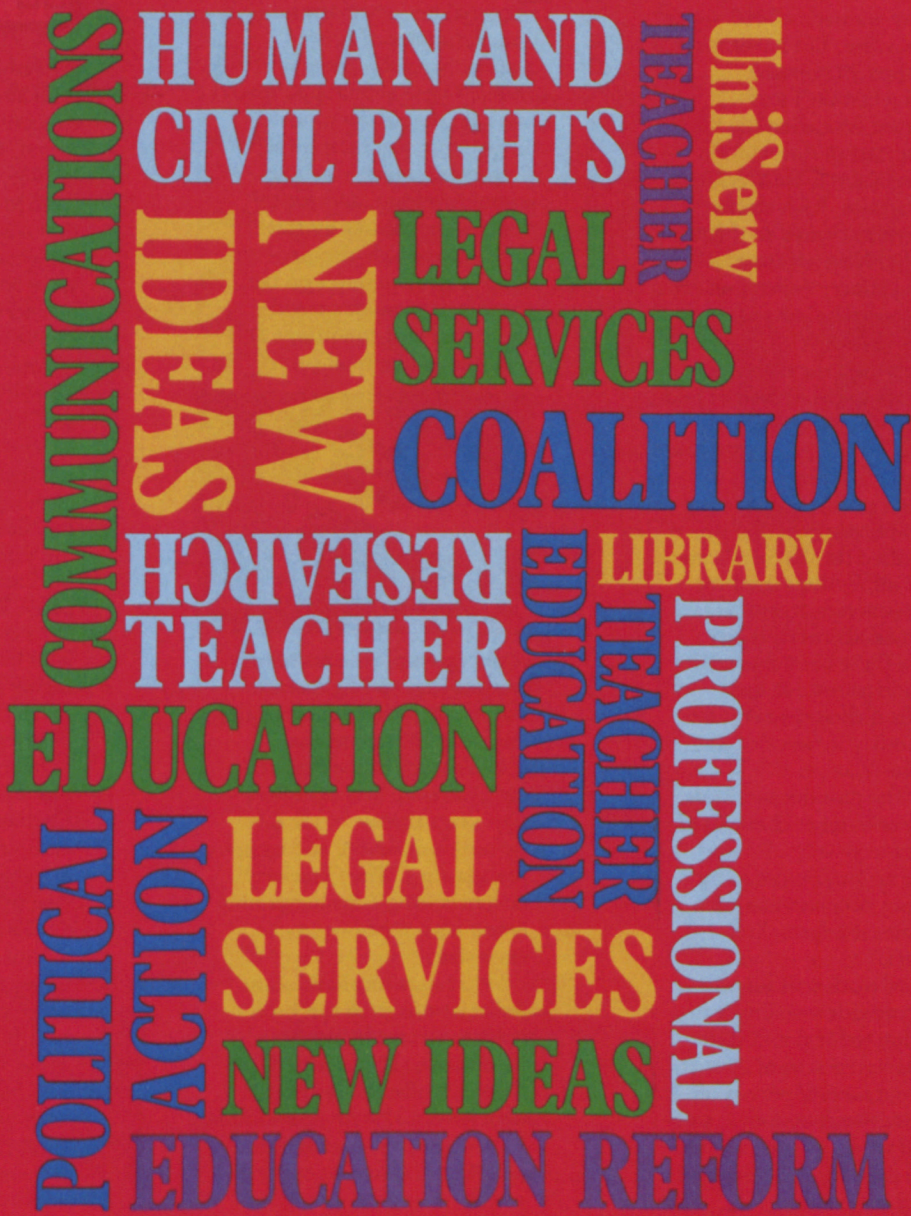
OUR NEA: at Work for Excellence



OUR NEA: AT WORK FOR EXCELLENCE

RESEARCH

Joe DiDio

Computer network ready when needed

Trigg County Education Association members knew what they wanted: a $900 salary increase. But bargaining had reached an impasse.

That's when the local Association contacted the Kentucky Education Association for information to buttress its case for a raise. KEA staffer Floye Perkins turned to the resource that NEA affiliates all over the country depend on—NEA's Research Computer Network (RCN).

Perkins used the network to generate a school district budget analysis that proved the money was there. The network also helped her prepare a composite salary schedule for comparable districts that further justified the teachers' case.

All in all, Perkins used the RCN to generate 26 analyses that provided crucial leverage. The three-person panel brought in to resolve the Triggs County impasse voted unanimously in favor of the teachers.

Over the past decade, state affiliate researchers have used the RCN to give NEA members the negotiating edge by providing data and analyses on salaries, budgets, and contracts.

The network will soon be able to provide even more information to local and state NEA affiliates: school district census data, components of the consumer price index, salaries and wages in professions outside education, and model contract language.

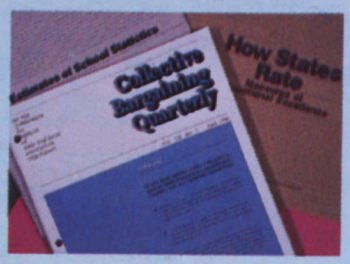
RESEARCH

NEA's research reports have become the industry standard.

Behind every decision are data, and every day, in cities and towns from Anchorage to Augusta, NEA affiliates know they can count on getting the data they need from NEA.

NEA Research regularly provides two well-respected statistical guides that are a mainstay for educational decision- makers across the nation: *Estimates of School Statistics* and *Rankings of the States*. These annual publications are the nation's most timely source of facts on school enrollment, teacher salaries, school revenues, and educational expenditures by state.

NEA Research also provides special analyses on the economy, economic trends, and state fiscal conditions and publishes a biannual survey



of public employee retirement systems that spotlights facts about benefit formulas, vesting, and pension fund assets.

NEA's *Collective Bargaining Quarterly* helps UniServ staff keep abreast of the latest trends in school and campus negotiations. The Quarterly covers cutting-edge bargaining issues—from pay equity to class size.

What data local and state Associations need can't, of course, always be predicted in advance. That's why NEA Research offers surveys that help local and state Association leaders pinpoint the major job-related concerns of NEA members.

NEW IDEAS

When your creative fires need an extra spark, count on NFIE for kindling.

Promoting innovation in education—that's what the National Foundation for the Improvement of Education (NFIE) is all about. This tax-exempt educational and charitable institution, established by NEA in 1969, identifies education-related problems that need further study, develops research projects, and provides services and incentives that help teachers give wings to imaginative teaching ideas.

Among the most enthusiastically received NFIE ventures is "Cameras in the Curriculum"— a program that encourages teachers to use photography to enhance learning. Each year, Cameras in the Curriculum, cosponsored by the Eastman Kodak Company, awards $200 each to 130 K-12 teachers—including at least one in each state—and 20 higher education faculty. The seven best receive grand prizes of up to $1,500 each.

In another project, NFIE has joined forces with Cordatum, Inc., a Maryland computer systems firm,to set up a computer software evaluation process.

The product of this joint venture—the NEA Educational Computer Service— reviews software to ensure that it's technically reliable, educationally sound, and easy to use. Products are tested by NEA members to make sure they meet rigorous standards. If they make the grade, they become "NEA Teacher Certified."

COMMUNICATIONS

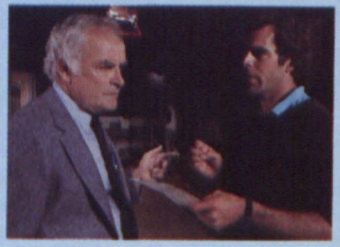
Media get the message: Our goal is excellence.

"The NEA believes that every classroom in America deserves an excellent teacher. Don't you?"

That's the question the Association's 1984-85 ad campaign is asking millions of TV viewers. The heart of the campaign is a series of 30-second TV spots that feature four different NEA teachers—including John Ingle pictured below left—in four very different classroom settings. The campaign's goal? To remind the public that NEA members are committed to educational excellence.

This is the fourth year NEA has undertaken a major public relations media campaign during the back-to-school period. Building citizen support for strong public schools is really a year-round effort. NEA works constantly to help reporters and commentators understand the positive contributions of America's schools. NEA also syndicates articles by NEA President Mary Hatwood Futrell to weekly newspapers across the country and places a weekly editorial by President Futrell in nationally important publications like the *Washington Post* and *Education Week*.

In addition, NEA last year became the first national membership organization in the United States to telecast regular programming via satellite. Nearly two dozen NEA state affiliates are now receiving programs from NEA's new television studio in Washington, D.C.



REPRESENTATIVE ASSEMBLY

Anthony Valainis

NEA's annual meeting is democracy in action.

NEA's Representative Assembly (RA) meets every year over the July 4 holiday period, and this timing couldn't be more appropriate. The Assembly is a dynamic tribute to participatory democracy.

More than 7,000 delegates—all elected at the local and state level by NEA members—come together at the RA each summer to chart the Association's course, define priorities, and elect NEA's national officers.

NEA's highest elected officials—pictured above, from right, President Mary Hatwood Futrell, Vice President Keith Geiger, and Secretary-Treasurer Roxanne Bradshaw—were first elected to their current offices at the 1983 RA. No top NEA officer can serve more than two two-year terms.

How can a group of over 7,000 people accomplish so much? Through hard work. State delegations caucus each morning at 7:00 a.m., sometimes earlier, to discuss the issues that will come before the full Assembly.

On the floor of the Representative Assembly, delegates debate both NEA Resolutions, which set basic Association policy, and New Business Items, which may define an Association position, call for action, or assign the NEA staff a specific task.

Any delegate to the RA can work to introduce a new item for the RA's consideration; items need the backing of only 50 delegates.

EDUCATION REFORM

NEA blue ribbon panel sets the pace for excellence.

Merit pay, competency tests for teachers, more time on task, career ladders: these are just some of the catch-phrases that have captured the nation's headlines since the 1983 report of the National Commission on Excellence in Education.

To provide a national teacher response to the call for reform, the 1983 NEA Representative Assembly established a Blue Ribbon Task Force on Excellence in Education. The complete text of the task force's report, adopted by the 1984 Representative Assembly in Minneapolis, will appear in the October issue of *NEA Today*.

The 20-member task force sought opinions from a wide range of constituencies, in

Carolyn Salisbury

cluding two Washington D.C. students, shown above with NEA President Mary Hatwood Futrell. Similarly, at least half the NEA state affiliates prepared "excellence" reports of their own.

The rush to reform has brought both sensible and nonsensical proposals before state legislatures and school boards. The task for teachers is to make sure the "good" version always wins. Which it finally did in Tennessee, where—because of action by the Tennessee Education Association and NEA—a plan that provided for professional-level pay for *all* teachers was enacted over a "merit pay" proposal that would have awarded bonuses to an arbitrary quota of the "best" teachers.

OUR NEA: AT WORK FOR EXCELLENCE

PROFESSIONAL LIBRARY

A resource for educators, by educators: timely, practical

To help educators recognize and act on incidents of child abuse, the NEA Professional Library commissioned a book from NEA member and former child welfare specialist Cynthia Crosson Tower.

The result is the 112-page book, *Child Abuse and Neglect, A Teacher's Handbook for Detection, Reporting, and Classroom Management*. Some 500 teachers reviewed the book prior to publication and gave it an enthusiastic response.

The handbook includes information on prevention projects, as well as on materials to use with children, a bibliography, and supplementary materials that include a chart of physical and behavioral indicators of child abuse and neglect, information on reporting laws in each state, and a sample filled-in reporting form.

The NEA Professional Library—publisher of more professional titles for educators than any other U.S. institution—produces books, filmstrips, and audio and video cassettes for inservice training and for use as curriculum resources. The current catalogue lists over 500 teacher-written, teacher-approved titles—all available at member discounts.

TEACHER EDUCATION

An action plan to attract the best and the brightest

Will tomorrow's teachers be as good as they need to be? That depends mainly on who goes into teaching and how they're trained.

Today, before state legislatives and state boards of education, NEA members are making the case for stronger teacher preparation programs. Their guide is a teacher education action plan adopted by the 1982 NEA Representative Assembly.

The '82 plan couldn't have been enacted at a better time: enrollments in teacher education had been cut in half in the preceding decade. State legislatures and universities were eager to accept new ideas designed to attract not simply more, but more able students. Some of the proposals:

Steve Jennings

► higher entrance and exit standards for teacher education students.

► entry-year teaching experiences supervised by panels that include current teachers.

► involvement of practicing teachers in the decision to recommend certification.

State Associations in Arizona, Oklahoma, Kansas, Texas, and elsewhere have already made considerable progress toward these goals.

Other NEA action to improve teacher education is taking place right on campus. Through NEA Student Programs, 23,000 teacher education students are learning what it means to be teaching professionals.

POLITICAL ACTION

Mark Peristein/NYT Pictures

Coast to coast, precinct to precinct, NEA members are working to elect pro-education candidates.

A mere infant when it stepped into the political action arena in 1976, NEA—has now grown into a giant that exerts considerable influence on national elections.

The reason: a network of political activism built from the ground up, from NEA members in every congressional district in the U.S.—members like Janice Ferguson, left, Evelyn Kirk, and Eugene Kinser, who worked on the Mondale campaign in Cisco, Texas.

NEA members are politically involved because every education decison is directly or indirectly a political decision. Hundreds of NEA members were elected last winter and spring to serve as delegates to the national Democratic and Republican party conventions. In 1984, for the second time, more members of NEA than of any other organization won convention delegate seats.

This November NEA aims to top its 1982 record: victory for 73 percent of the House and Senate candidates with affiliate and NEA-PAC endorsement.

Just how significant is the hard evaluative work that goes into determining each NEA-PAC endorsement? In a recent *USA Today* poll, 45 percent of Americans said NEA endorsement would make them more likely to vote for a candidate.

UniServ

Key link in the tri-level Association service chain

Fourth grade teacher Karen Remmetter of Sagle, Idaho, worried that her school was insulated with asbestos, a cancer-causing agent.

When Remmetter, an Association rep, turned out to be right, she called in Idaho Region 1 UniServ director Jim Shackelford, pictured below, for help.

Shackelford quickly pulled together data on asbestos from NEA, the Idaho Education Association, and federal agencies. Information in hand, he sent a letter to all the Association members in the school district, informing them of their rights—and encouraging them to file for workers' compensation if they thought the asbestos had affected their health. At the same time, Shackelford set up an Association meeting with the district superintendent to urge action against the hazard.

Remmetter organized a parent group that started taking students out of school in protest.

Just a few months after Remmetter first sounded the alarm, an asbestos clean-up started at all the schools with asbestos hazards.

What happened in Sagle is a classic example of the capabilities of NEA's UniServ program—a national network of 1,200 Association staff. They help NEA members negotiate and enforce their contracts, publish newsletters, and maintain good press and public relations.

COALITION BUILDING

On issues from censorship to budget cuts, NEA and its allies find strength together.

Judy Blume's teenage novel *Then Again, Maybe I Won't* and Rosa Guy's *Edith Jackson* are now back in the public school libraries of Tammany Parish, Louisiana. This welcome news resulted from work by the National Coalition Against Censorship this spring—but the outcome has become common in school districts around the country since the Coalition was born a decade ago.

In the Coalition, NEA works with some 40 other organizations, from the American Library Association to the Screen Actors Guild to the United Methodist Church. NEA can call on Coalition representatives on the spot to help Association members in controversies about books or other materials they're using, either in class or in the school library. The Coalition also provides training in combating censorship and operates a clearinghouse on school censorship litigation.

The Coalition Against Censorship is just one example of the way NEA works with other organizations to reach shared goals. NEA takes part in dozens of alliances for either long-term cooperation or short-term campaigns.

Goals include registering voters, securing women's rights in education, increasing federal support for education, and, most recently, ridding the nation's schools of hazardous asbestos—a campaign that pairs NEA with the Service Employees International Union.

LEGAL SERVICES

When fighting threats to member rights, count on us.

The NEA Kate Frank/DuShane Unified Legal Services Program helps Association members fight back if their job rights are violated.

Music teacher Caroline Baker, pictured below, is one of those who's been helped. When the Rittman, Ohio, school board denied her request for a one-semester maternity leave, Baker turned to her Association for help. With NEA-OEA financial backing, she filed suit and eventually settled for court costs and legal expenses.

Caroline Baker's case is one of thousands that NEA's Unified Legal Services Program handles each year to protect members' rights. Some 18,000 cases are currently receiving NEA attention. In 1983, the Unified Legal Services Program—administered and financed jointly by NEA and its state affiliates—spent more than $16.5 million for the legal defense of NEA members' rights.

But the Unified Legal Services Program isn't the only legal protection the Association offers. NEA members who find themselves sued by a parent for an accident that took place while they were teaching or supervising a student are covered by the NEA Educators Employment Liability Program—for up to $1 million.

Dick Baker

OUR NEA: AT WORK FOR EXCELLENCE

LEGISLATION

Joe DiDio

Real power politics starts at the grassroots.

Sue Hatch doesn't get to Washington, D.C., often. After all, she's got a family of her own, plus a classroom of kids in Washington State.

Hatch is one of over 800 NEA members who lobby their senators and representatives both at home and occasionally in Washington for pro-education legislation. Hatch and her colleagues are members of NEA's Congressional Contact Team network, which is now made up of NEA members from every congressional district in the nation.

Contact Team activists like Sue Hatch, shown above with U.S. Rep. Thomas Foley, also work hard to keep their colleagues informed about what's happening in Congress and keep the pressure on their representatives.

Much of that pressure for proeducation legislation comes through NEA's innovative Lobby-by-Mail Program, which gives NEA members the opportunity to express themselves—on a timely basis—on key legislative issues. Last year, the program generated over 100,000 postcards to Congress opposing tuition tax credits, giving NEA's Capitol Hill lobbyists the leverage to seal the defeat of this anti-public school measure for the year.

If you haven't yet joined in the Lobby-by-Mail network, contact your state government relations office or the Congressional Contact Team members in your congressional district.

HUMAN AND CIVIL RIGHTS

In the era of the ERA, NEA takes the lead.

A female basketball coach in West Virginia sues the Marshall County Board of Education for paying female coaches less than male coaches and for refusing to consider hiring women to coach a boy's team. A federal court rules the board's conduct illegal.

An education professor at New Hampshire's Keene State College wins retroactive promotion to full professor status after proving that she would have been promoted two years earlier had she been a man.

NEA provided funding for these landmark lawsuits—only one way the Association works to ensure equal opportunity for women.

NEA also regularly monitors enforcement of all federal sex discrimination statutes, works cooperatively with national women's groups, and provides leadership in such women's coalitions as the

Joe DiDio

National Coalition for Women and Girls in Education.

The NEA Women's Leadership Training Program provides women the information and skills they need to move into positions of leadership and responsibility within the Association. And NEA has been actively involved in developing the Women's Vote Project, which seeks to register 1.5 million new women voters for the 1984 elections. NEA created the slogan for the project that says it all: "It's a man's world...unless women vote."

HUMAN AND CIVIL RIGHTS

Nancy J. Pierce

NEA carries the fight for dignity across all fronts.

Desegregation works!

That was the conclusion headlined all across the nation last May after a special investigatory panel organized by NEA released a widely hailed study entitled—appropriately enough—*Three Cities That Are Making Desegregation Work.*

NEA released this report May 17 on the 30th anniversary of the landmark U.S. Supreme Court decision, *Brown* v. *Board of Education,* that outlawed segregated public schools. The study was the product of on-site research in Charlotte, North Carolina; Austin, Texas; and Seattle, Washington.

The NEA report effectively substantiated the contention that educationally successful desegregation programs can be beneficial to all children. In the three cities NEA studied, student test scores have improved, and the gap between minority and majority students' test scores has narrowed. In addition, parents and members of the community have become more actively involved in their schools, and the curriculum has been modified to more accurately reflect the multicultural heritage of the locale.

FREE BONUS
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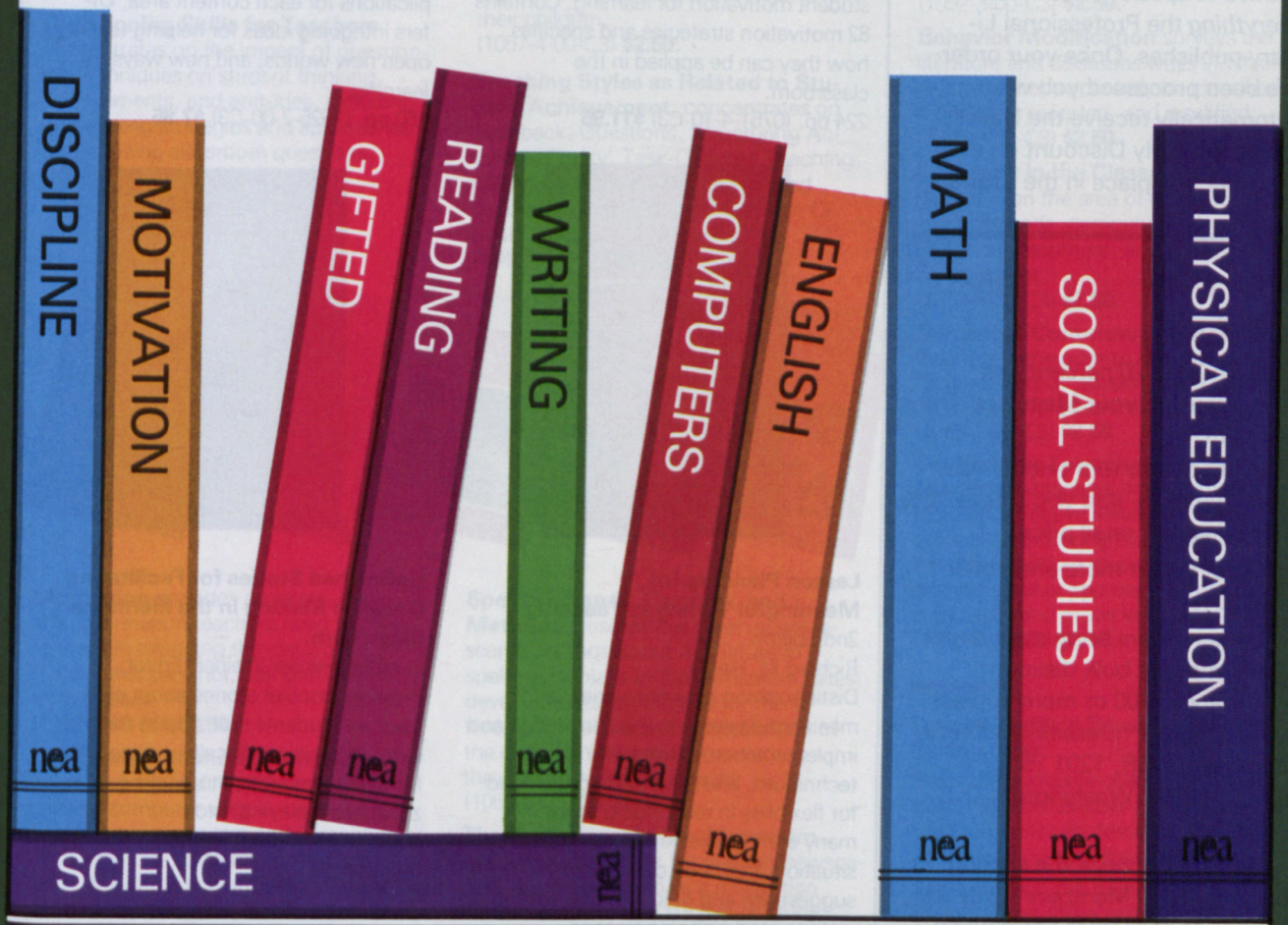
FOLLOWING PAGE 112

THE NEA
PROFESSIONAL LIBRARY

TIPS FOR TEACHING from NEA



TEACHER-WRITTEN . . . TEACHER-APPROVED. . . .FROM NEA

HOW to order books from the NEA Professional Library

The NEA Professional Library is your single largest source of professional materials published exclusively for teachers.

Ordering books couldn't be easier. Just use the postage paid Order Form you'll find at the end of this booklist, following page 112. Or, if you prefer, send your order to the NEA Professional Library, P.O. Box 509, West Haven, Connecticut 06516; or call them at (203) 934-2669 . . . sometimes there are unadvertised specials.

As a member of NEA you are entitled to special discounts on *everything* the Professional Library publishes. Once your order has been processed you will automatically receive the NEA Members'-Only Discount on every order you place in the future.

NEA Members'-Only Discount

Save 10 to 20 percent and more by using your Members'-Only discount.

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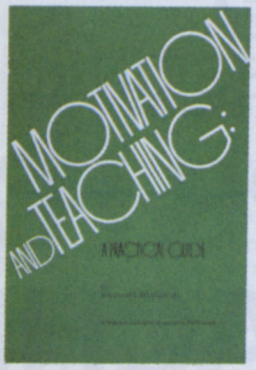
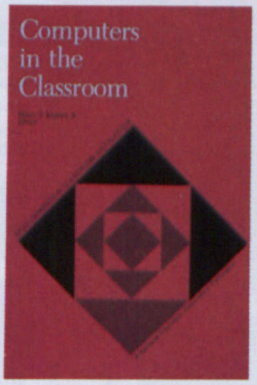


4 books guaranteed to HELP YOU in the classroom



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A carefully organized, extremely practical approach to structuring, on a daily basis, plans to promote and restore student motivation for learning. Contains 82 motivation strategies and specifies how they can be applied in the classroom.
224 pp. (0751-4-10-C3) **$11.95**

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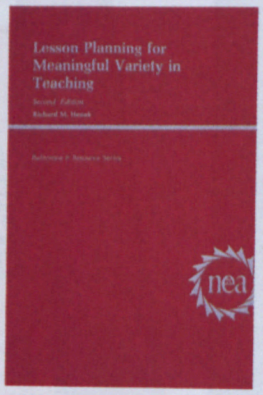

Lesson Planning for Meaningful Variety in Teaching.
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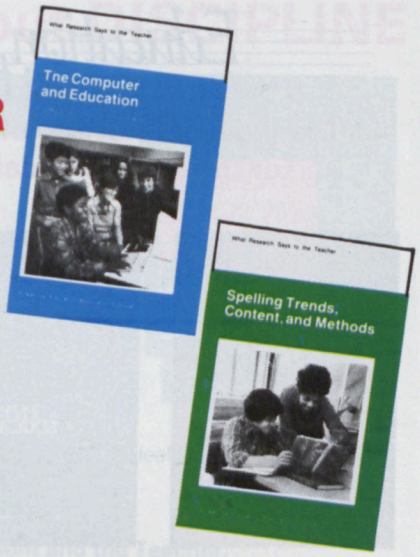

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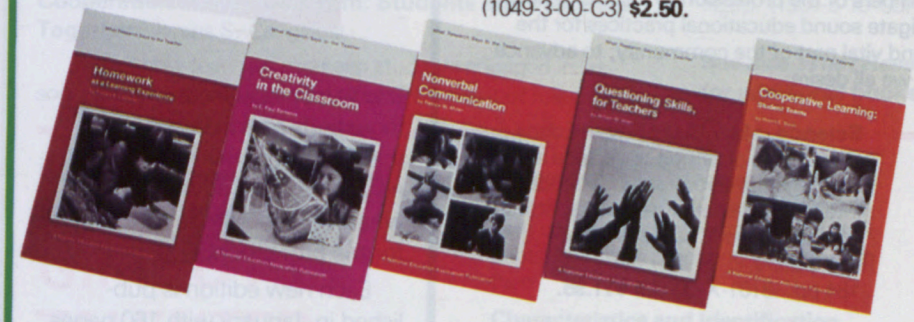

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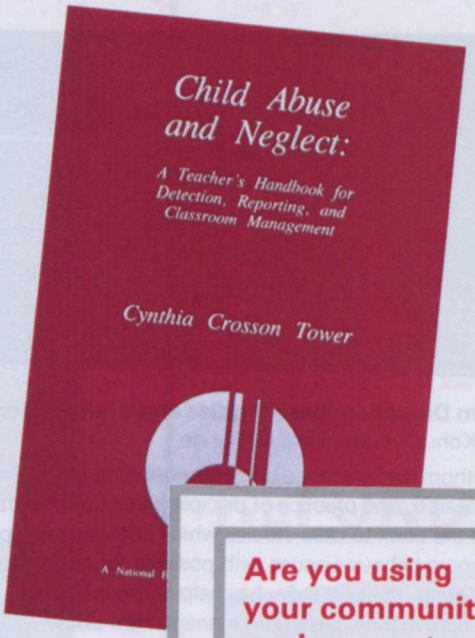

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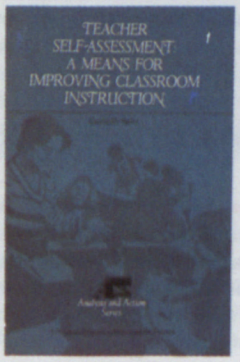

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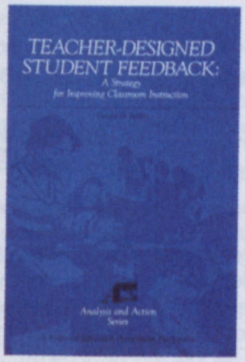

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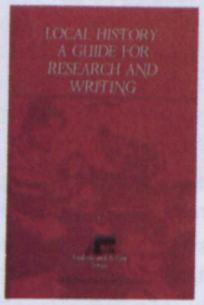

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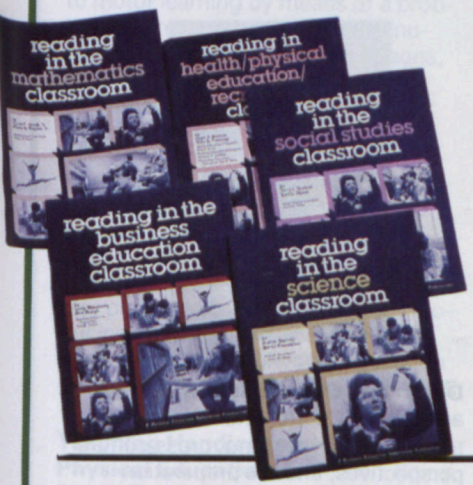

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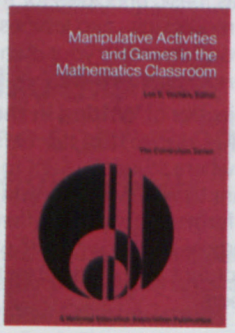

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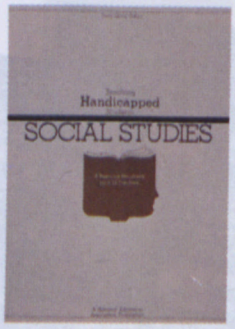

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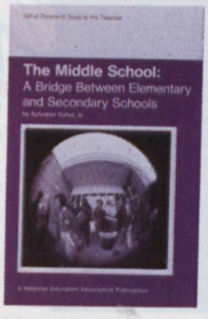

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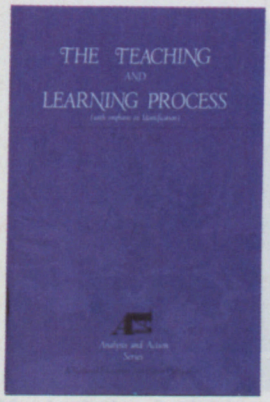

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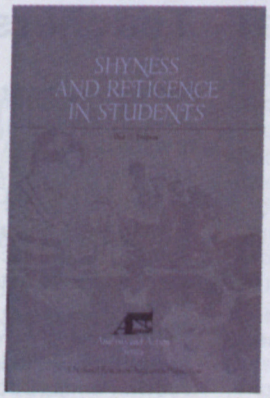

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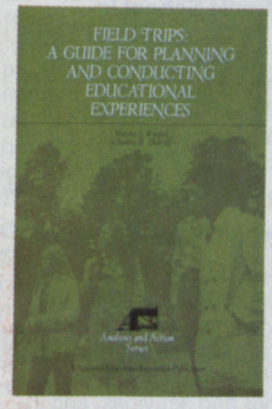
Provides teachers with insights and understanding concerning the particular kind of shyness that manifests itself in quietness or avoidance of talk by students in the classroom.
48 pp. (1675-0-00-C3) **$4.95**



Field Trips: A Guide for Planning and Conducting Educational Experiences.
Wayne J. Krepel and Charles R. DuVall.
Considers all aspects of field trips, in their ultimate objective, to extend students' educational experiences and learnings to the world outside the classroom. The book is suitable for teachers of all grade levels and subject areas.
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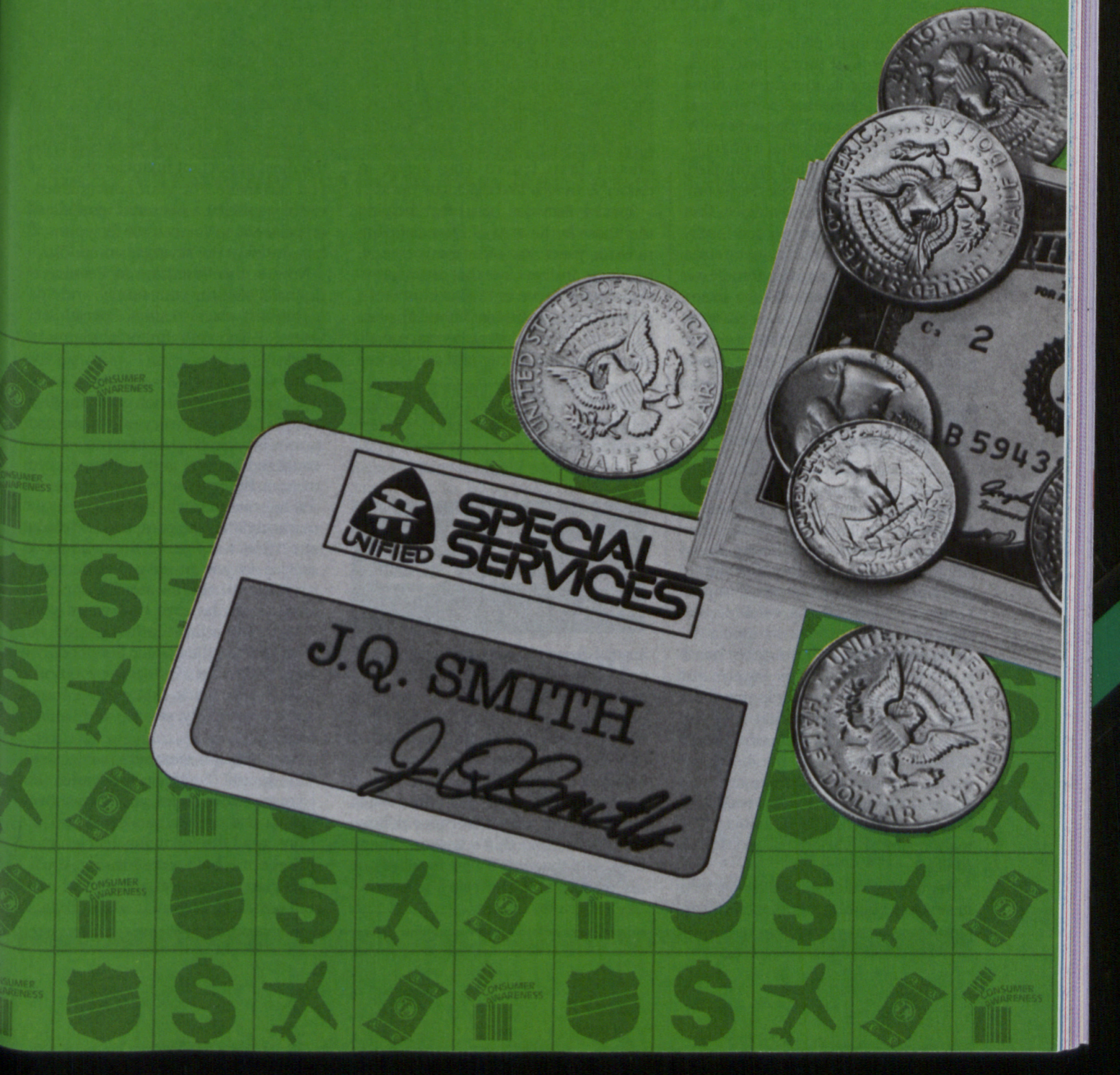

TRAVEL | INSURANCE PROTECTION | DISCOUNTS | RETIREMENT SECURITY | CONSUMER AWARENESS

SPECIAL SERVICES... For Your Financial Planning Needs

The term "financial planning" is cropping up more and more these days. Banks are using it. Investment firms are using it. It seems that everybody is talking about financial planning without explaining exactly what a financial plan is—or what it should accomplish.

Simply put, a financial plan is a combination of financial strategies that work together to ensure your family the income necessary to maintain a certain life-style . . . today, tomorrow and during retirement. These strategies must include insurance plans to protect your family's assets; a retirement plan that will guarantee a predetermined income when you retire; and a consumer awareness strategy that will help you save money on everyday purchases throughout the year. These are the *core elements* of a sound financial plan and must be considered first, before you invest in riskier activities like stocks or bonds.

Special Services has been helping members in the area of financial planning for years. We offer many unique products and services that are custom-designed to serve as the backbone of a secure and profitable financial plan. All of our national programs are available to members only and are backed by the Special Services symbol—your personal guarantee of satisfaction.

Special Services programs are also designed to save you money. And when you think about it, saving money on quality products is one of the most important financial decisions you can make. For your convenience, we've provided a personal worksheet on page 122 so you can see for yourself how quickly the savings can add up.

Now is the best time to develop a financial plan for your family, and this is the best place to start. Special Services . . . for your financial planning needs.

Special Services Are Consumer Services

The National Education Association works hard for members in the areas of teachers' rights and professional development. The Association also strives to ensure that educational employees receive all the contractual benefits to which they are entitled. These are some of the valuable services that your NEA dues support.

Special Services, on the other hand, is self-supporting. Quite simply, our primary function is to help members meet personal needs that are not necessarily a part of their educational careers. We seek out the best consumer products and services and pass them on to members at considerable savings. And we offer valuable information on a variety of consumer topics.

Remember, all Special Services programs are voluntary and are not supported by membership dues. In fact, when you use Special Services membership doesn't cost . . . it pays!

UNIFIED SPECIAL SERVICES
NEA...Working for you

Special Services is in the business of protecting you, the consumer, and making sure that you always get the best value for your money. We read the fine print to sort out great products from not-so-great products. Valuable services from a vast majority that don't make the grade. We may have to analyze quite a few insurance policies to find the one that's best for members. And the same is true for all of our discount, travel and retirement security programs.

Why do we go to such great lengths? Simple. Each and every one of our programs is backed by a guarantee of personalized service and consumer protection. Before we put our name on the line we read all the fine print; we research, analyze, compare and evaluate. Then we present the product or service to you in easy-to-understand language. (If there's any fine print at all, you can be sure that we've gone over it with a fine-toothed comb.)

So look for the Special Services symbol shown at left. Wherever you find it you can be sure that you've found quality, reliability, service and value.

Over 670,000 members participate in Special Services programs. If you're one of them, you know how great the savings can be. If you're not, read the following articles and find out what you're missing. You'll be glad you took the time.

TRAVEL

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Bulgaria
Canada
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Colombia
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Germany
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Guadalcanal
Hawaii
Holland
Hong Kong
India
Indonesia
Ireland
Israel
Italy
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Puerto Rico
Russia
Scotland
Senegal
Singapore
Spain
Sweden
Switzerland
Tahiti
Taiwan
Thailand
Turkey
Venezuela
Wales
Yugoslavia
And more!

The NEA Travel Service Is The Easy Way To Go

Everybody loves to travel. It's exciting. It's relaxing. It's even educational. But planning a trip can often turn into an expensive, complicated nightmare.

First, you have to find an airline that can get you where you want to go, when you want to go, at a price you're willing to pay. Then you have to worry about getting home. And making hotel reservations. And checking out local transportation, transfers and visas. And that's just for starters.

If you think this is a pretty bleak picture, you're right. But fortunately, NEA members can take advantage of a special service that trims all these complications down to size—even the price! The NEA Travel Service . . . for members it's the only way to go.

We can take you to the Orient, the Caribbean, Africa, South America; all the faraway places of your dreams. Just take a look at the map on this page to get an idea of our wide range of destinations.

We can set you up in a complete package tour where every detail is made in advance. Or, if you prefer, we'll just make airfare arrangements and leave the rest to you. The choice is yours.

Every member travels secure in the knowledge that their Association has researched the trip in detail, found the best possible price, made all necessary arrangements, and worked with only the most reputable travel suppliers.

The next time you travel, give the NEA Travel Service a call. You've got so much to gain and nothing to lose . . . except a few headaches.

Preferred Travellers Mailing List

Many of our tours and special excursion packages sell out very quickly. If you want to be among the first to receive NEA travel information, all you have to do is enroll as a preferred traveller. Call the following toll-free number (or fill out the card at the front of this section) and you'll be guaranteed a first chance to sign up for the tour of your choice.

800-222-0900

NEA Travel Extras

Travel insurance is valuable. That's why there are insurance booths in airports across the country. But rather than buying insurance every time you travel, wouldn't it make more sense to enroll in an accidental death and dismemberment plan that automatically covers you 24 hours a day, all year long? With Special Services you can do just that (see page 116). You can also purchase optional coverages to protect against trip cancellation, baggage loss and sickness.

It's also easy to earn graduate and in-service credit on most NEA tours. And, because our educational travel programs have been prepared especially for NEA members, many travel expenses can be tax-deductible if certain IRS requirements are met.

It's time to take off with the NEA Travel Program. Any way you look at it, we've got you covered.

Need tour information from the NEA Travel Service? Call the toll-free number below, and leave your name, address and question(s) on our automatic answering machine. According to your request, we'll send you information by mail or return your call.

800-222-0900

Do you have a specific question about a specific tour? We can help you there too. All you have to do is call the NEA Travel Service information number listed below to get immediate help:

301-926-6000

(8:30 a.m. to 4:30 p.m., EST, Monday through Friday. Note: this is a toll call.)

INSURANCE PROTECTION

Insurance Protection: A Valuable Part Of Every Financial Plan

The purpose of having a financial plan is to provide the resources necessary to achieve future goals. These goals could include a vacation next summer, a new car next year, a college education for your children, or financial independence during your retirement. On the surface it would seem that saving money and investing it wisely would be the best way to make sure that your family reaches these goals. But is this enough?

Financial experts say "no." What would happen to all of your financial plans for the future if you became disabled and were unable to work? Or if you or your spouse were to die unexpectedly? Or your house were to burn down in a fire? These are questions that must be answered in order to develop a financial plan—and the only way to answer them is with insurance.

Your Association is proud to offer insurance plans that cover almost any unforeseen occurrence. The plans outlined on these two pages have all been thoroughly researched and evaluated to ensure that you are always getting the highest quality insurance available on the market today. We can also guarantee that the programs we offer are among the lowest priced you'll find anywhere.

The National Education Association has been offering insurance protection to its members for over 20 years, and we are constantly upgrading the plans and coverages available to help members keep up-to-date with changing life-styles, changing needs, and a changing economy.

Isn't it time you set up a financial plan that takes into account one of the most important aspects of the future . . . the unforeseen?

Accidents Only Happen To Other People

If you think accidents only happen to other people, you couldn't be further from the truth. Accidents can happen to anybody, anywhere, anytime.

Now's the best time to plan for the unexpected with your Association's Accidental Death and Dismemberment (AD&D) Plan. For $4.75 a month (payable through the Automatic Monthly Contribution Option) or $52.50 a year, you can select up to $200,000 of insurance for covered accidents while a passenger on a public conveyance, and up to $100,000 for any other covered accident. This low-priced protection covers you 24 hours a day, seven days a week, everywhere in the world.

NEA AD&D has been custom-designed specifically with members' needs in mind. We offer special "members only" features like Continu-Ed benefits (to help pay for college education for your eligible dependent children), Professional benefits (increased coverage for accidents that occur at school) and Continuous Coverage benefits (increased coverage for members who participate for more than one year). There is no medical exam required for enrollment, no age limit, and it costs the same to insure yourself or include your eligible dependents in the coverage (although amounts may vary).

The time is *now* to consider what a serious accident could mean to your financial plan for the future. Remember, there's no way to predict when an accident might happen.

NEA Life Insurance

Dying is something that none of us likes to think about. Unfortunately, when you get married, buy a house, raise children and incur financial responsibilities, it is a subject that must be considered. If something happened to you or your spouse, would your family be able to maintain the life-style you have worked so hard to attain?

Chances are if you don't have adequate insurance protection, your family would be put under a tremendous financial strain. The NEA Life Insurance Plan is designed especially for members to help them plan for their families' financial security. With schedules ranging from $10,000 through $200,000, every member can choose the coverage needed to make sure that all financial obligations will be met.

NEA Life Insurance has many other "members only" benefits too. You can choose coverage for your spouse and dependent children, you may be eligible for coverage during total disability —at no cost, there's no medical exam required to enroll, and you can take advantage of our convenient Automatic Monthly Contribution Option to spread out your contributions over the course of a whole year.

There are many important reasons to consider the NEA Life Insurance Plan, but one of the most important reasons of all is the price. Because NEA Life Insurance is available only to members, it is available at attractive group rates. In fact, comparable policies that are open to the general public can cost more than twice as much! We advise that you shop around and compare. Once you do you'll see that participating in the NEA Group Life Insurance Plan can make your membership pay big dividends.

NEA GRAM NEA GRAM

Attention NEA Members. NEA In-Hospital Benefit Plan Improved.

Medical care costs have outpaced the Consumer Price Index the last several years. In fact, the national health care bill was $69 billion in 1970 and by 1982 had grown to $332 billion—a 367 percent increase.* And now it's even higher. Today, more than ever, it is vital that you have "complete" insurance protection to cover all of the extra expenses associated with hospitalization.

We suggest that you take a look at the NEA supplemental health insurance plans. Underwritten by LINA and MONY, these plans offer supplemental coverages to help you pay many of the "hidden" expenses of being hospitalized.

The In-Hospital *Plus* Benefit Plan will double the regular Plan's benefits when hospitalized for cancer or intensive care, and will extend your coverage to include pregnancy. Our NEA Gap Filler Plan will pay the 20 percent co-insurance payment you are usually required to pay with basic health insurance plans. In addition, we have a Medicare Supplement Plan for members who are eligible for Medicare and an Excess Major Medical Plan to protect against those catastrophic expenses resulting from serious illnesses.

Special Services has developed these coverages after careful analysis of the overall health insurance needs of members. Check your financial plan today to see if you have any gaps in health care coverage. If you do, chances are we can help you fill them.

*Source: *Health and Health Insurance: The Public's View*, published by the Health Insurance Association of America, 1984.

LTD And You

"What exactly is long-term disability insurance?" To get the complete answer, we suggest that you send for our free consumer guide entitled, "Disability Income Insurance." Just fill out the response card at the beginning of this section. But for now, here's a quick outline of long-term disability insurance (LTD), and the important reasons why you should incorporate it into your financial plan today.

LTD provides you and your family with an income if you are disabled and unable to work. There are many different plans and options to choose from, but most policies will provide you with up to two thirds of your regular salary for the time that you are out of work.

As a rule, when you become disabled your income is cut off at the source—your paycheck. You may have health insurance to pay for medical bills, but what about all of your everyday expenses, like rent, mortgage and groceries? You may have some disability insurance through your employer, or you may have accumulated sick days or be eligible for Social Security benefits, but for most people this is not adequate protection.

As an NEA member, chances are that you are eligible to participate in a state Association-sponsored LTD plan. All plans have been thoroughly researched to make sure that they represent special values to NEA members.

Now is the time to give some serious thought to how well your family would get by without your paycheck. Once you do, you'll understand what a serious threat long-term disability can be to anyone's financial plan. Especially yours.

24-Hour Security For Your Home

A home is a very valuable asset. Yet many people leave their homes dangerously underinsured. This can be an unfortunate situation because without adequate insurance, a home (and everything in it) can become a serious financial liability.

Working with the Horace Mann Insurance Company, your Association has developed the NEA Homeowners Insurance Plan that protects your home against almost any imaginable peril. What's more, this valuable protection covers all of your personal belongings anywhere in the world! If you take personal belongings to school . . . you're covered. If you go on vacation . . . you're covered there too. You're even covered against a theft from your unlocked automobile. That's *complete* coverage! And that's only part of what makes the NEA Homeowners Plan such a special value for members.

We also offer a merit-reducing deductible, a survivor's waiver of premium and an optional mortgage disaster endorsement. There's even an optional inflation guard feature to assure complete coverage of your home and property no matter how much they increase in value.

We suggest that you compare the NEA Homeowners Insurance Plan with any other plan on the market. If you're like most members, you'll find that there really is no comparison. Our plan is designed specifically to meet the needs of NEA members, it's reasonably priced, it's backed by the Special Services guarantee, and it's one of the most flexible plans available.

So don't let your most valuable asset become a financial liability. Protect your home with your Association's homeowners insurance plan. It's available exclusively to NEA members.

DISCOUNTS

Saving Money—An Important Part Of A Sound Financial Strategy

One of the most important aspects of a financial plan is its ability to prepare a family for the future. But in addition, a financial plan must also take into account *today's* needs—all the day-to-day expenses of running a household. This is exactly where the NEA discount programs can help.

These programs have been developed to save members money on a wide variety of products and services. Each program has been thoroughly evaluated, tested and researched to make sure it represents the best combination of low price and top quality—anything less and it would never carry the Special Services symbol. What's more, every time you use the NEA discount programs you'll get our personal guarantee of quality, reliability, service and value—that's something hard to find outside the Association at any price.

Nobody should spend more for a product or service than they have to, and as an NEA member you certainly don't have to. Take a look at the discounts available to NEA members and you'll see why membership doesn't cost . . . it pays.

Remember, when you start saving money today, you'll find that your family will have a lot more to spend tomorrow.

Take Advantage Of Healthy Savings With The Unified Vitamin Program

If you presently take vitamins, you know how expensive they can be. Why are they so expensive? Believe it or not, a large percentage of the price of name brand vitamins pays for fancy packaging, consumer advertising campaigns, promotions and the like.

The Unified Vitamin Program believes that members shouldn't have to pay extra for top quality. We offer a wide assortment of professional quality vitamins and minerals at prices up to 50% off name brands. Our quality standards are the same, our ingredients are often identical; the only difference is that the Unified Vitamin Program is available only to NEA members.

Actually, there is one more difference between our vitamins and name brands. Ours are more convenient. All you have to do is read our catalog or call a special toll-free number, and your order will be sent promptly to your door. What could be easier!

In addition to a complete assortment of vitamins and minerals, the Unified Vitamin Program also offers a unique selection of health and beauty aids at drastic reductions in price. Of course, every purchase is unconditionally guaranteed for 30 days—if you have any problems at all, your money will be refunded in full.

In today's hectic world, vitamins are an important way to help insure adequate nutrition. So don't take chances, take the vitamins and minerals you may need to stay in good health. The Unified Vitamin Program is sure to have what you're looking for. We have everything that name brand vitamins have . . . except at a lower price.

The NEA Prescription Service: Quality, Value And Convenience

When the prices of many products or services get out of hand, people can stick to their budgets by giving them up or finding less expensive alternatives. But when a doctor writes out a prescription, consumers have no choice but to have it filled. Where health is concerned, there simply is no room for compromise.

But with the NEA Prescription Service there *is* room for savings. All you need is a current catalog to order your medication from our list of over 6,500 prescription items. Quality is assured because your order will be processed by Pharmaceutical Services, Inc., the most technically advanced pharmacy in the country. And every prescription is backed by the Special Services symbol—your personal guarantee of satisfaction.

Our prices for prescription medicines are lower than most drug stores, and every price is guaranteed for 90

days from the catalog's effective date. But for even greater savings, ask your doctor to allow for a generic substitution whenever applicable. Generic medicines are identical to name brands both chemically and therapeutically and can save you up to an additional 50%!

In addition to prescription medicines, the NEA Prescription Service offers more than 7,000 over-the-counter items as well. We have all the popular name brands and many hard-to-find products that local retail stores don't always carry.

Send for a NEA Prescription Catalog today and join many of your fellow members who are saving on prescription and non-prescription items.

You Can't Tell A Book's Price By Its Cover

Curling up with a good book on a rainy evening is something we all look forward to. Unfortunately book prices being so high these days, this relaxing activity can often cost as much as a night on the town. What should you do? Give up reading?

Hardly. With the NEA/Literary Guild Book Club, members are entitled to drastic savings on many of the most popular titles. When you join the Club you get to choose any five books from our catalog for only 49¢ each, plus shipping and handling. After that, you are only obligated to buy just one more book during the next six months at the regular low Club price. That's all there is to it.

You'll get a free NEA/Literary Guild tote bag when you place an initial order, you'll receive the Literary Guild magazine 14 times a year, and up to four times a year you'll receive offers of special selections at special prices. NEA/Literary Guild prices are usually much lower than you'll find at any store, but more than that, only NEA members get a $5 discount certificate for every four books purchased.

The NEA/Literary Guild Book Club is an incredible service available to members, but there's even more! Now members are eligible for discounts from the NEA/Doubleday Book Club too. This program specializes in offering you many interesting subject categories, including: entertaining fiction, do-it-yourself guides, literature sets, reference volumes and children's books. Combine this with the exciting values available through the NEA/Literary Guild and you've got a winning combination.

Book stores are fine for browsing but when the time comes to buy, shop at home with the Unified Book Program. We make reading affordable again.

With NEA/Hertz You Can Drive A Great Bargain

Now, as an NEA member, you are entitled to participate in a car rental program that can take the legwork (and guesswork) out of renting a car. The NEA/Hertz Discount Program has been recently upgraded to offer members special discounts for all of Hertz's rates!

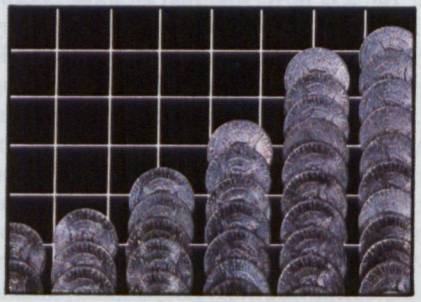
First of all, you are entitled to a 25% discount off Hertz's Standard Unlimited Mileage (SUM) rates (taxes and optional insurances not included). This is the largest discount we've ever offered! In addition, members are also eligible for a specially discounted flat daily rate.

If you plan to rent for more than a day or two, it might be cheaper for you to take advantage of our new economy fares. Or, if you rent for a week or during a weekend, the new "affordable rates" could save you the most money.

Sound complicated? It's not. All you have to do is call the toll-free Association number: 800-654-2200, and they'll be glad to tell you which rate will work the best for you. Now that *all* Hertz rates have been discounted for NEA members, you're certain to find a bargain no matter what kind of car you rent or how long you want to keep it.

Combine this with the fact that Hertz has over 4,200 locations coast-to-coast, offices throughout Europe, and a reputation for quality that is world renowned, and you'll begin to see why we say that with NEA/Hertz you drive a great bargain. So the next time you have to rent a car, rent through NEA/Hertz and discover another exciting way your NEA membership can pay dividends.

Many State And Local Discounts Too!



The sponsored programs listed on these pages describe products and services offered nationally to all NEA members. There are many additional exciting programs offered on a state and local basis. These programs can also save members a lot of money, help them plan for the future and enhance their life-styles.

These state and local programs provide members with a convenient way to save on a variety of products from furniture, eyeglasses and tires, to admission to local theaters and amusement parks. Sponsorships also include valuable financial services such as special insurance plans and investment information to help members plan for the future. Don't forget, each state and local program is offered exclusively to members and represents a valuable savings opportunity.

Your Association is constantly at work searching out products and services of special interest to members. And, as you can see, this is true on all three levels . . . local, state and national. So look to your state and local Associations before you buy. If you do, you might find that you're entitled to special membership savings . . . and that's a bargain worth looking into!

RETIREMENT SECURITY

Financial Planning With The Future In Mind

Retirement may seem like a long way off, but the best time to start planning for it is now. The fact is, most people just don't realize how much money they will need for a full and enjoyable retirement, and so they delay planning for it until it's too late. That's unfortunate, because as a result, 85 out of 100 retired people are forced to live on an income that is classified below the poverty level.* Social Security can be a helpful supplement to a retirement income, but most people today would be hard-pressed to maintain their lifestyles with it as a primary source of funds. And who knows what will happen to this government program tomorrow?

That's why retirement needs are an important part of a good financial plan. If you start planning soon enough, and use the most effective investment vehicles, you can guarantee you and your spouse a retirement income that will allow you to enjoy the activities you look forward to so much. Like travelling. Enjoying your favorite hobby. And perhaps most important of all, doing all the things you never had time for during your working years.

Nobody can force you to save for retirement, it's something you must do on your own. Getting started is often the hardest part and that's where Special Services can help you with an Association-sponsored tax-deferred annuity plan. You'll be amazed at how fast your investment will grow, and it can even save you money on taxes every year that you participate!

Retirement is something to look forward to . . . not worry about. Start looking forward to yours today by incorporating your retirement needs into a financial plan for the future. It's never too early, but if you wait too long, it could be too late.

*NEA Retirement Booklet "Financial Planning," 1982

The UTP Tax-Deferred Annuity: A Two-Fold Tax Advantage

Putting away a little money here and a little money there is no way to plan for retirement. Neither is relying on a stock portfolio that you hope will go up, but could just as easily go down. When the time comes to retire, you are going to need a retirement income. The only way to *guarantee* that income is to incorporate your retirement needs into your overall financial plan.

Special Services can help you with the UTP Tax-Deferred Annuity Program. Available in most states, the UTP/TDA was developed by your Association and the Horace Mann Life Insurance Company to help you accumulate the funds you'll need for a secure and enjoyable retirement. But there are many other benefits too.

The UTP/TDA is a 403(b) TDA. A Flexible Premium Tax-Deferred Annuity (commonly referred to as a 403(b)) is available only to employees of public educational institutions and certain tax-exempt organizations, and is one of the most effective ways to defer present taxes while investing money for retirement. All TDA's earn interest which is compounded on a regular basis and not taxed until withdrawn. But only the 403(b) TDA has the added advantage of deferring taxes on your yearly principal investment. Depending on your tax bracket and the size of your yearly investment, this one tax advantage can make a substantial difference in the amount of money you will have at retirement.

In addition, the UTP/TDA has many special "members only" features that make it even more desirable. Our interest rates have been increased so that your investments will grow quicker than ever before. And we've eliminated some previous restrictions so you can have more control over the money you set aside for retirement.

Due in large part to policies set forth by the Internal Revenue Service, many financial experts agree that TDA's are often the best supplementary retirement investment available to NEA members. We at Special Services agree. That's why we've worked so hard to prepare a special TDA designed to meet the unique and demanding needs of our members.

For more information about TDA's send for a copy of Special Services' free consumer guide "Tax-Deferred Annuities" and workbook "Guidelines for Evaluating Fixed Tax-Deferred Annuities." Or contact your state Association for the NEA study, "Tax-Deferred Annuities: A Comparative Analysis." Either way, you'll receive valuable information about how you can save money on taxes today, while paving the way for a secure and comfortable retirement.

The future is uncertain enough without leaving your retirement to chance. Make a UTP/TDA part of your financial plan today and guarantee yourself a retirement income.

Consumer Awareness Gives You A Financial Advantage

Financial planning involves tying many diverse elements together into one cohesive plan. Saving money is one important element. So is insurance. And saving for your retirement. But once you have decided that you need a certain element (like life insurance), how can you be sure that you've chosen the right policy or the right coverage amount?

This is why being an aware consumer is so important. It's often necessary to research a product area that you aren't presently familiar with. It's necessary to compare, evaluate and use all the tools at your disposal to arrive at the correct decision.

This isn't an easy task, but Special Services can help make it just a little bit easier. Our free Consumer Guides can save you hours of legwork and complicated evaluations. Our Mutual Fund and Tax-Deferred Annuity Studies can help point you in the right direction. And our consumer articles in Association publications can start you thinking about many consumer topics. Consumer education is the key to consumer awareness and Special Services is always working to educate members in many consumer areas.

Once you've done your research, chances are that you will make decisions that have a positive impact on your overall life-style. You won't just buy life insurance, you'll buy the best available life insurance policy to protect your family's financial security. You won't just invest in a TDA, you'll invest in the one TDA that will perform the best for you.

Consumer awareness is not a fad or a spur-of-the-moment idea. It's an ongoing commitment to finding the answers to some very complicated questions, and using these answers to put together a sound financial plan that will work hard both today and tomorrow. Isn't it time for you to let Special Services help you become an educated consumer?

Our Studies Will Save You Homework

In addition to our free Consumer Guides, Special Services has produced two comprehensive studies. One deals exclusively with tax-deferred annuities, the other with mutual funds.

These studies are made available to NEA's affiliated organizations and their members so that they can better understand TDA's and mutual funds. Only through a complete evaluation of quantitative data can members and NEA leaders come to definite conclusions about these investments in general, and about the specific suppliers of these investments.

"TDA's: A Comparative Analysis" and "Mutual Funds: A Comparative Analysis" are available through your state Association. If you prefer, it is also possible to purchase your own personal copies. Watch for details in upcoming issues of the *NEA Today*.

CONSUMER AWARENESS

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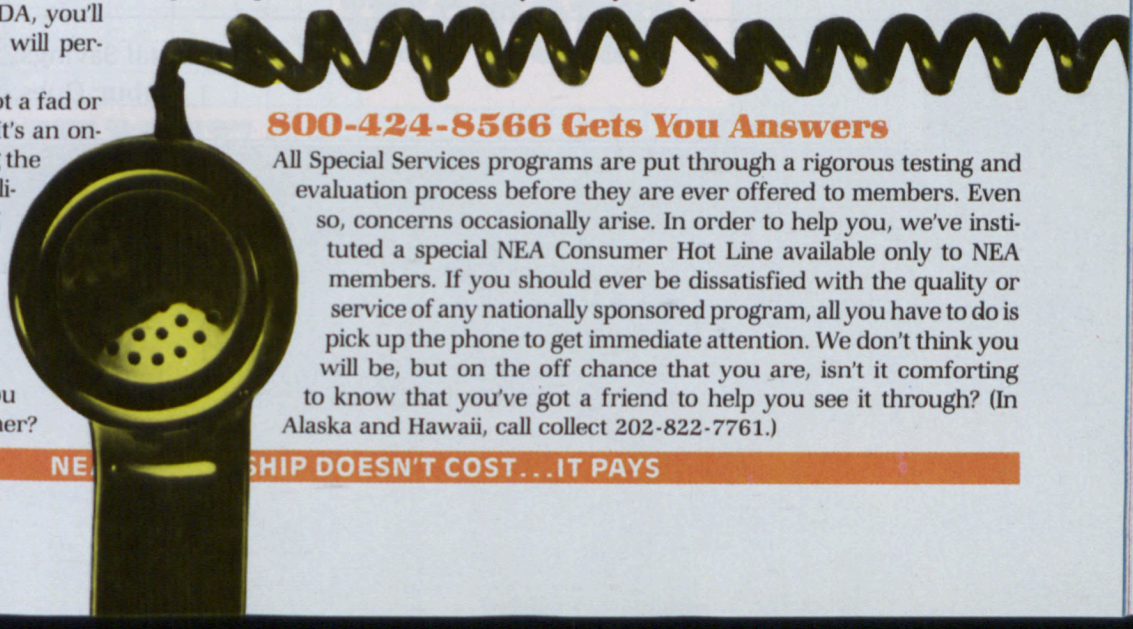

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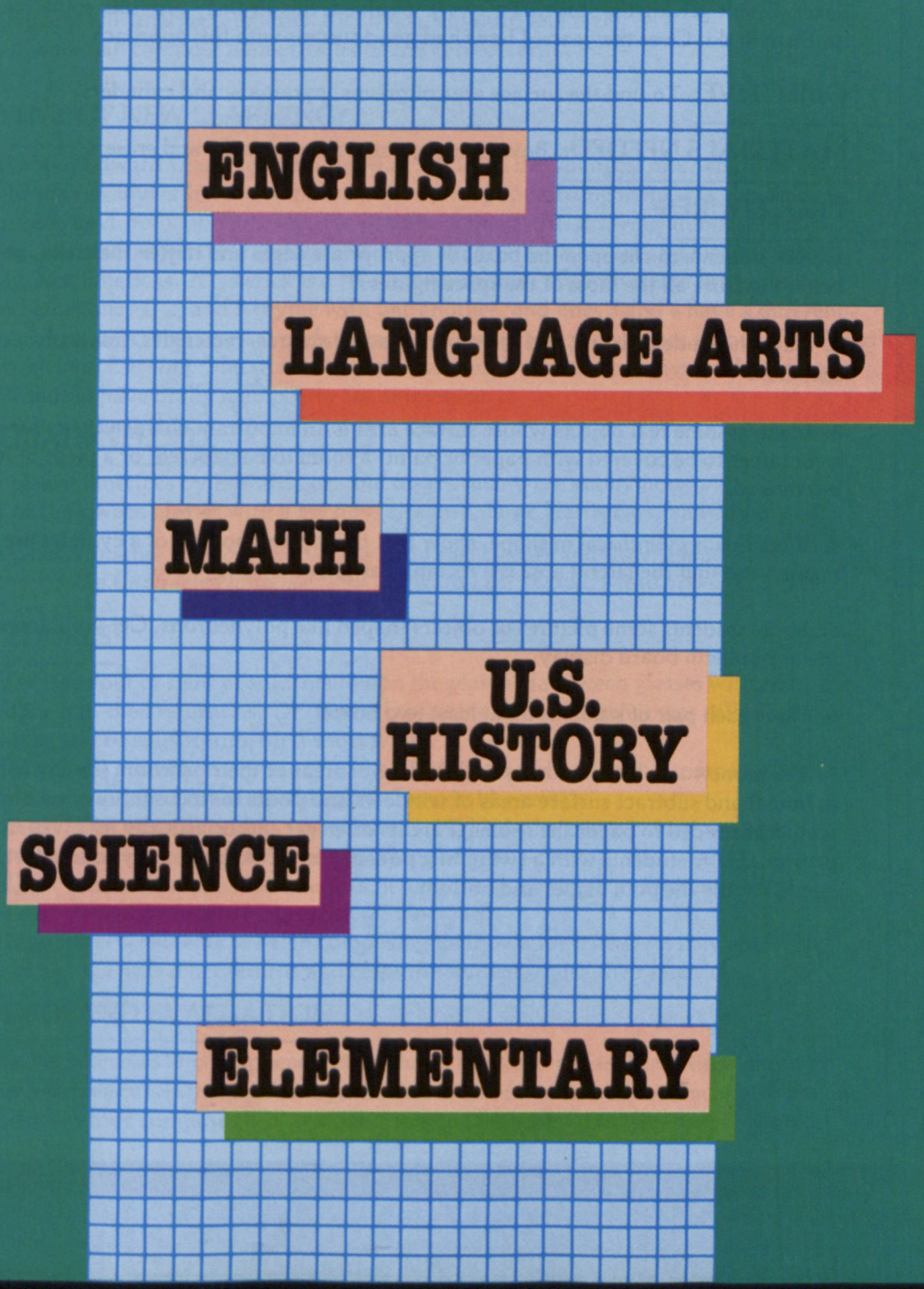

Roger Morrissette,
Math teacher
Sedgwick Middle School
West Hartford, Connecticut
1984 Connecticut Teacher of the Year

MATH

INTRODUCTION: Once the students in my math classes have learned how to find areas of triangles, squares, rectangles, trapezoids, and circles, the time has come to find surface areas of pyramids, prisms, and cylinders. At this point, I ask each student to bring to class one or two cardboard boxes, no matter what shape or size. Working in pairs, students make appropriate measurements and compute the surface areas of these boxes. Beside getting the students actively involved, this strategy provides something different for them to do. Over the years, I have had good success with this approach.

OBJECTIVE: To find the surface area of prisms, pyramids, and cylinders.

MATERIALS NEEDED: Boxes, rulers, compasses, pencils, and erasers.

PROCEDURES:

1. Ask students to cut open the boxes at appropriate edges and flatten them out, so they can better visualize all the faces of the space figures.

2. Have the students count and identify the faces (squares, rectangles, trapezoids, circles) of each box.

3. Identify some real objects whose surface area is an important characteristic; for example, a container to be covered with paper or paint, a room to be papered, or a piece of furniture to be covered.

4. If the box is cylindrical in shape, show that the top and bottom of a cylinder are circular regions and that the lateral area is a rectangular prism.

5. Show students some pictures of objects shaped like polyhedrons. Get volunteers to help make a bulletin board display.

6. Have each pair of students do at least two boxes.

7. For homework, have students find the lateral areas of their bedroom (or any other room at home) and subtract surface areas of windows and doors to find out how much wall paper would be needed to paper the room. (Parents often get enthusiastically involved in this project.) Have students with a swimming pool at home find how many square feet of tile are needed to tile the pool's sides and bottom.

Betty Amos
Second grade teacher
Colby (Kansas) Grade School
1984 Kansas Teacher of the Year

LANGUAGE ARTS

TOPIC: Limerick writing—"Dr. Lear Revisited" (Grades 2-4)

OBJECTIVES:

1. At the end of the lesson the student will be able to restate five facts about the life of Englishman Edward Lear, the popularizer of limericks.
2. The student will analyze a limerick for rhyme, rhythm, and style.
3. The student will compose a limerick using the correct form.

CONTENT OF NEW LEARNING:

1. Facts about Edward Lear: He was born May 12, 1812, the youngest of 21 children. Although he did not invent limericks, he is credited with popularizing them. His verses were published in 1846 as *A Book of Nonsense*. He was also a fine artist, drawing animals, plants, birds, and medical subjects. He entertained many children with his art and his limericks.
2. Analysis of limericks: A limerick is a five-line humorous, even nonsense poem. In its rhyme scheme, lines 1, 2, and 5 rhyme with one another, and lines 3 and 4 have a different rhyme. Its rhythm is three stresses each in lines 1, 2, and 5 and two stresses each in lines 3 and 4.

(Prior relevant learning: The students need a basic understanding of rhyme, rhythm, and style and should have orally read poetry for enjoyment.)

MATERIALS NEEDED:

Examples of limericks by Edward Lear and others (many are anonymous)
A set of Halloween glasses with a big nose attached, large plastic ears, and any old hat.

SOURCES: *Nonsense To Color Book*. Edward Lear. Harper and Row, 1963.
The Complete Nonsense Book. Edward Lear. Dodd, Mead and Co., 1912.

PROCEDURES:

1. Teacher steps out of sight of students to don the plastic Halloween glasses with nose, the ears, and the hat, then returns as "Dr. Lear," explaining that the teacher was called out suddenly and he will be substituting for a short while.
2. "Dr. Lear" tells about himself (see *Content).* He invites the students to compare their lives to his ("How many of you have 20 siblings?" "Do you like art?").
3. "Dr. Lear" talks about limericks (see *Content).* He leads the group in clapping the rhythm, then "directs" a limerick as students clap the beat.
4. "Dr. Lear" recites several of his limericks, letting the students fill in rhyming words.
5. "Dr. Lear" shows the form of a limerick on the board.
6. "Dr. Lear" directs students to begin composing their own limericks. As they work, he slips out of sight. The teacher returns and helps the students finish their limericks.

SUMMARY AND EVALUATION:

The teacher discusses what happened while she or he was gone; asks questions about Edward Lear's life; discusses the rhyme, rhythm, and style of the limerick on the board; and monitors students as they compose their limericks, reading them aloud as they are completed.

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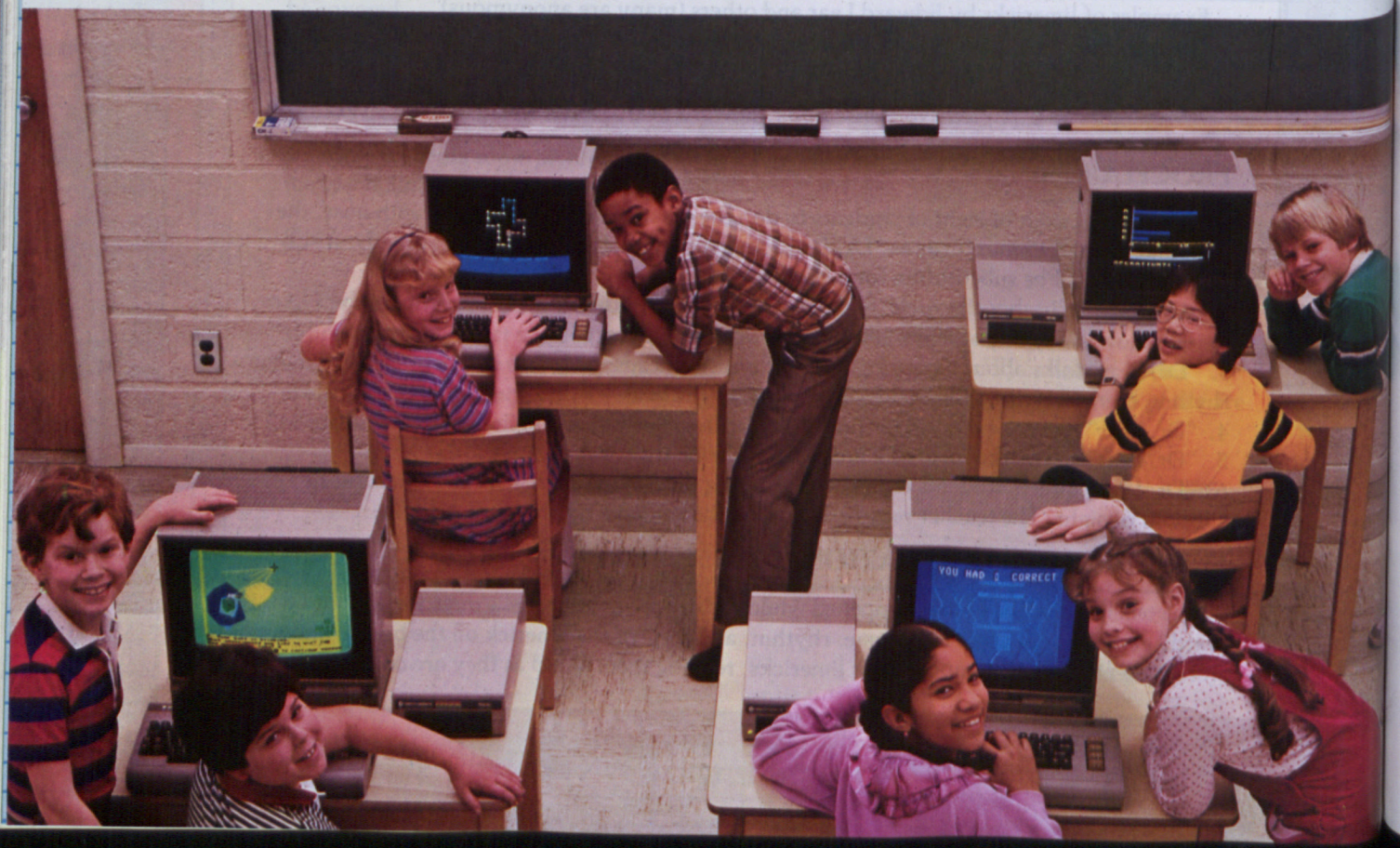

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Terry Christiano
American History teacher
Morris Knolls High School
Denville, New Jersey
1984 New Jersey Teacher of the Year

U.S. HISTORY

INTRODUCTION: I've designed a three-day plan to introduce my students to collecting, preserving, cataloging , and transcribing historical documents. I began our collection when I interviewed descendants of early New Jersey families for a Revolutionary Bicentennial project. So many of these people gave me original family documents that I now have a collection dating back to the 17th century. There are letters, diaries, newspapers, books, photos, daguerreotypes, and tintypes. The collection even includes land grants from Kings George II and George III; papers of William Livingston, Lord Stirling, and Robert Ogden—all royal officials in pre-Revolutionary New Jersey; slave contracts; and Civil War diaries and letters. We are able to add to the collection items of family memorabilia from students' attics as well.

OBJECTIVES:

1. Instruct students in the skills of sorting, indexing, cataloging, and preserving original materials.
2. Familiarize students with the contents of the papers.
3. Teach youngsters the joy of discovery and the thrill of learning.

PROCEDURES:

Students open packets of materials, many still bound and tied since the 18th or 19th century. They sort the papers into categories: letters, photos, diaries and journals, legal documents, business papers including bills and receipts, indentures, wills, and medical information. They photocopy the originals, enclose them in acid-free Mylar envelopes, and file them in chronological order within each category .

Working with the photocopies, students record descriptive data about each item on a 3 x 5 file card. They transcribe the contents of shorter documents from the photocopy onto a legal pad. Then they copy and file the final transcription. (Many of the documents are difficult to read because of the condition of the paper or the unfamiliarity of the typeface or handwriting style.)

We give special attention throughout to skills in handling and interpreting documents, such as—

- Noting and describing any seals affixed to a document or enclosures found with it (such as locks of hair, pressed flowers, or photos).
- Sketching watermarks.
- Reading and interpreting Old English print, for example, being aware that the letter that looks like an *f* is often in fact an *s*.

DESIRED RESULTS:

Eventually—a collection that is cataloged and computer-indexed so that students and citizens can use the index in local high school and public libraries.

Research papers based on the documents, such as the one a student has already done based on the diary of a man who served under Benedict Arnold.

MATERIALS NEEDED: ●Acid-free Mylar envelopes ●Acid-free folders ●3 x 5 file cards ●Legal-size yellow pads ●Pens and pencils ●Magnifying glasses

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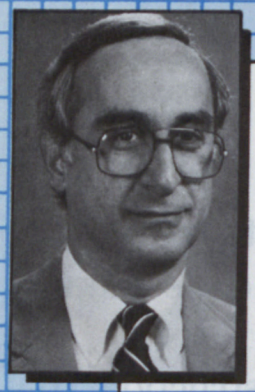

Alfred Di Mauro
English teacher
Omaha (Nebraska) Northwest High School
1984 Nebraska Teacher of the Year

ENGLISH

INTRODUCTION:

This lesson plan for my advanced placement English class is designed to be used after a rather thorough study of Swift's *Gulliver's Travels* and *The Modest Proposal* and Alexander Pope's *The Rape of the Lock*. I believe it is necessary to expose students to modern works that are similar to the satires of the past.

For nearly 20 years I've used the selections listed below, and the students have always enjoyed them—especially "Hello Dollies!" and "For the Teacher Only."

OBJECTIVES:

1. To provide students with an awareness and appreciation of modern satire.
2. To help students understand the connection between affluence and satire.
3. To provide students an enjoyable listening experience.

PROCEDURES:

1. Review the definition of satire as exemplified in the previously read works by Swift and Pope.
2. Have the students briefly discuss the importance of an affluent society as a prerequisite for satire.
3. Read the following selections aloud and have the students identify the objective of the satire in each. The first three works appear in *The Bedside Phoenix Nest,* edited by Martin Levin (New York: Ives Washburn, Inc., 1965).
   - "Nineteen Seventy-four" by Carol K. Schachter (pp. 2-4). Satirizes a society which forces children into adult roles.
   - "For the Teacher Only" by Bernice Black (pp. 42-43). Satirizes the overanalysis of literature through a study of the nursery rhyme "This Little Pig."
   - "Advertisement" by Margaret Bennett (pp. 21-23). Satirizes the excessive selling of packaged culture by presenting "Great Square Inches in Art."
   - "Hello, Dollies!" by Philip L. Thomas from *The Saturday Review,* Oct. 16, 1965 (pp. 6 & 10). Satirizes the toy industry by discussing the Barbie doll.
4. In a concluding discussion, reiterate the relationship between affluence and satire.

Glen Dillman
Social studies teacher
Carroll Junior High School
Flora, Indiana
1984 Indiana Teacher of the Year

SOCIAL STUDIES

INTRODUCTION: I bring history to life for my students by portraying anonymous common people who had roles in the making of America. For my classroom presentations, I dress in the style of the times, carry props my character might carry, and tell stories about my character's everyday life. My students know beforehand what character will visit, so they can prepare questions to ask him. Roles I've assumed range from an indentured servant of 1753 to a member of the Lewis and Clark Expedition; from a plantation owner to a "forty-niner"; from Lincoln's law partner to a 1920's stockbroker.

OBJECTIVES:

1. To present to students large doses of information in a short time.
2. To get students more actively involved in learning than they would be in a classroom lecture presentation.

(A side benefit is that my students become adept at asking provocative questions.)

PROCEDURES:

1. Assign reading to students so they will have background on the times of the character.
2. Dress in a costume as authentic as you can find. Don't forget accessories like a watch chain or a pan for prospecting for gold.
3. Have props that will serve as "question bait": an "asifidity bag," or a pioneer's coin bag with coins of the period. Do things that will prompt questions, too, like scratching your head to suggest the presence of cooties.
4. Prepare well for answering students' questions: read, read, read, and take good notes. Be ready to think on your feet. (The more often you give a presentation, the more you'll hear similar questions and be prepared with answers.)
5. Consider using slides for some presentations. When I portrayed an indentured servant from colonial times, I used slides of Williamsburg, Virginia, to show where my sponsor and I would go to conduct his business.
6. Assign students follow-up assignments based on the presentation and their readings. After my "forty-niner" presentations, I ask my students to write a letter home from the gold fields telling about their adventures as gold prospectors. Other projects might include students' writing diary entries about a presentation or drawing charts.

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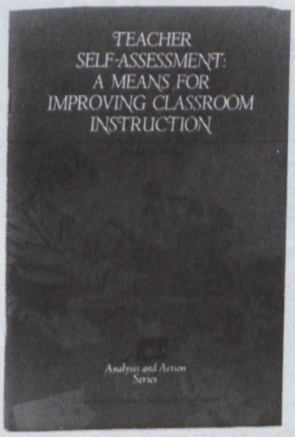

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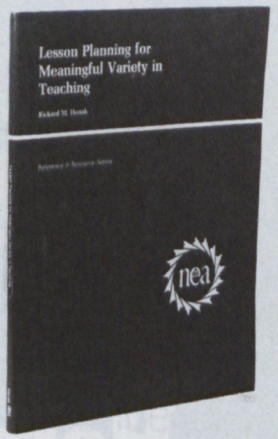

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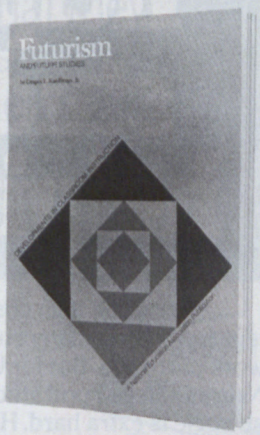

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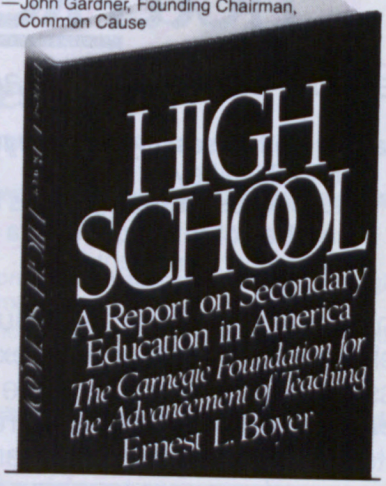

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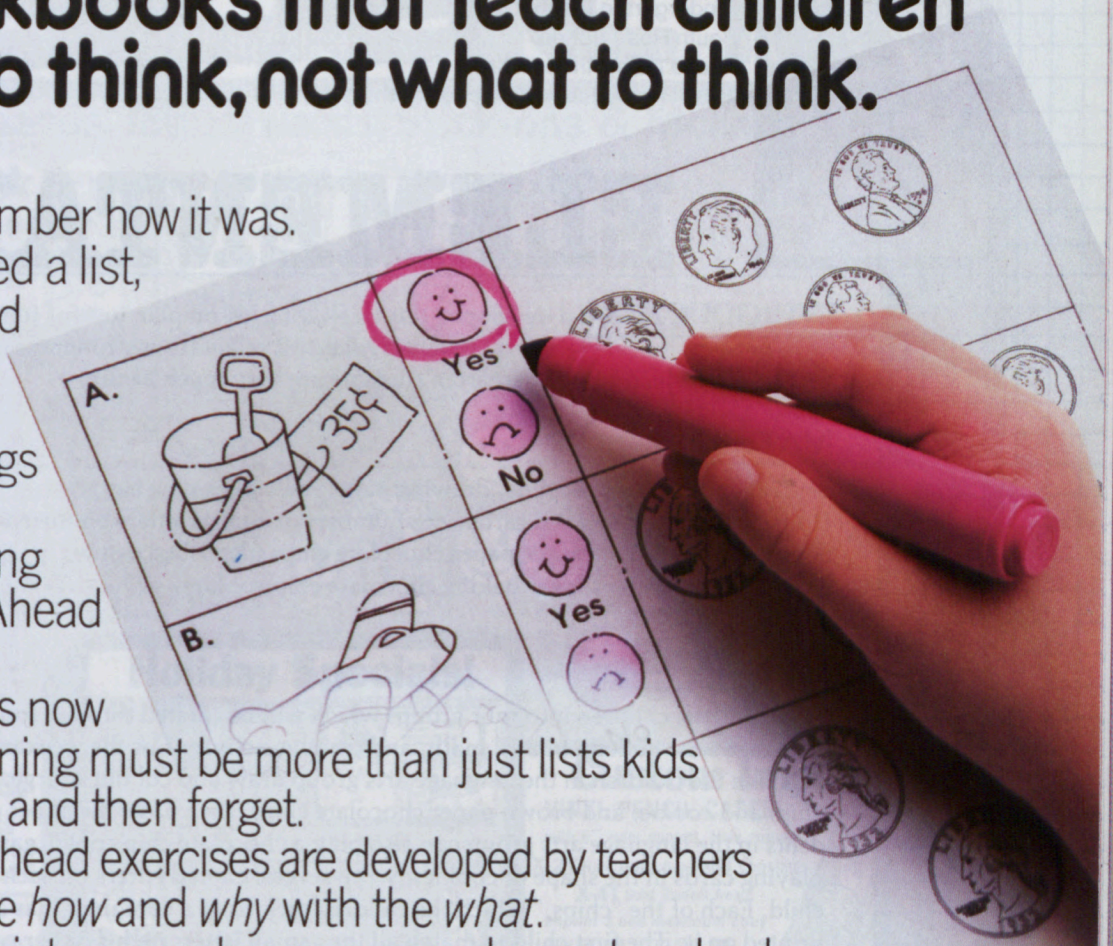

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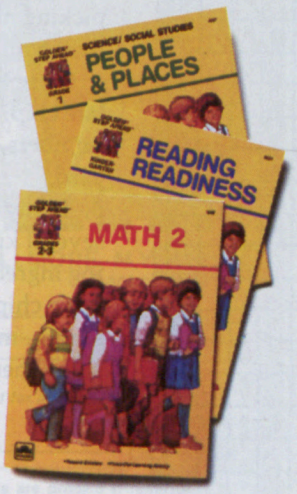

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CIRCLE QUICK-ACTION CARD NO. 1

Mollie James
Kindergarten teacher
South Road School
Peace Dale, Rhode Island
1984 Rhode Island Teacher of the Year

ELEMENTARY

INTRODUCTION: I developed this week-long lesson plan just for fun—to spark student interest on dreary days. It relates to my fondness for chocolate chip cookies—of which my kindergarten students are very much aware.

MATERIALS:

Several pairs of scissors, glue, drawing paper, newspaper, string
Homemade cookie-shaped cards with numbers or capital letters on them (described below)
Several kinds of homemade paper chocolate chips (described below)
Ingredients and utensils for baking chocolate chip cookies.

PROCEDURES:

1. Divide the children into four groups which will be rotated through four assignments—language arts, bulletin board, math, and creative activity—as the week progresses.
2. Have the children in the language arts group draw and cut out a large *C* (for *chocolate, chip,* and *cookie*) and brown paper chocolate chips, then paste the paper chips on the *C*. Students in the language arts group can also play a chocolate chip cookie game. Make large playing cards in the shape of cookies, write several capital letters on each and give one to every child. Each of the "chips," which the children pick from a container, has a lower case letter printed on it. The first child to match all the capital letters on his or her card with the corresponding lower case letters is the winner.
3. In the bulletin board group, have each child draw and cut out a paper cookie and then draw as many chocolate chips on it as will fit. Ask the children to count the chips on their cookies and to write that number on them. These cookies then decorate the bulletin board. The children at this table can also make large paper chocolate chip cookies stuffed with newspaper to hang from the ceiling.
4. Have the children in the math group play chocolate chip cookie games like these:
   - Make large playing cards in the shape of cookies and print several numbers on each. Distribute one card to each student. The children try to match the numbers on their cards by picking numbers—printed on paper chocolate chips—from a container. The first child to match all the numbers on his or her card is the winner.
   - Use the same playing cards, but this time print a pair of numbers on each paper chocolate chip. Children compete in matching the pair of numbers on each chip to the sum of the two numbers, printed on their cookie playing cards. The winner is the first child with a filled card.
5. In my classes, the creative activity group is the children's favorite. They actually bake several kinds of chocolate chip cookies—eight different types through the week, made by adding ingredients like oatmeal, whole wheat flour, peanut butter, and raisins. You can also use large chips one day and small chips the next. The children become thoroughly involved in measuring, mixing, and scooping out the dough. The class may eat the cookies for a snack and share them with teachers and other children in the school.

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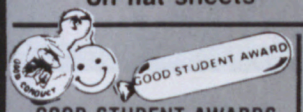

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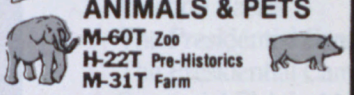

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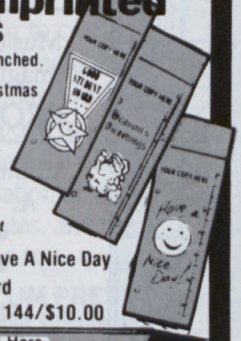

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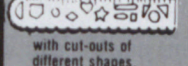

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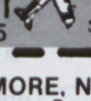

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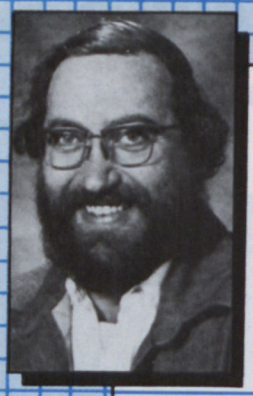

Lawrence Greenleaf
Earth science teacher
Belfast (Maine) Area High School
1984 Maine Teacher of the Year

SCIENCE

INTRODUCTION: This marine education lesson for ninth grade students has two primary objectives. First, learning should be fun. Second, students should learn to relate the lesson material to other subjects. Unfortunately, education tends to place subjects in defined classes, time slots, and teaching units. In this "science lesson," students will discuss history, sociology, occupations, music, art, poetry, math, and any other subject that may evolve from the discussion. Teachers will develop their own formats for this class depending on their background and personalities. Whatever the class, it should be fun for student and teacher.

OBJECTIVES:

To create an interest in the study of marine science, including oceanography.
To recognize the broad scope of marine education both scientific and nonscientific.
To introduce concepts and vocabulary to be developed in marine education.

MATERIALS:

Music (records, tapes, live); prints of paintings; a few costume items; lead weight and twine; imagination.

PROCEDURES:

1. Introduce marine education with songs—class sings along with a record
   A. "Mark Twain" by Harry Belafonte
      - use a colorful scarf or shirt to identify yourself as a riverboat deckhand
      - as students sing along, toss out a weight on a line and retrieve it with outstretched arms

   Topics: sounding, navigation, music (work songs), lyrics (history, life on the river)

   B. "Eddystone Light" by the Brothers Four
      - use a fisherman's foul weather hat as a prop

   Topics: lighthouse keeper, old sailing vessels, sea chanties, work songs, life at sea

2. Present marine education in literature
   - read short stories and poems

   Topics: vocabulary, expressions, geography

3. Present marine education in art
   - display various prints of seascapes, ships, for example, "Gulf Stream" by Winslow Homer
   - introduce methods of interpreting the meaning or message of a work of art

   Topics: waves, weather, boats, fish

4. Close by listening to a sea chanty, for example, "The Mary L. McKay" by Schooner Fare

   Topics: story, vocabulary, instruments

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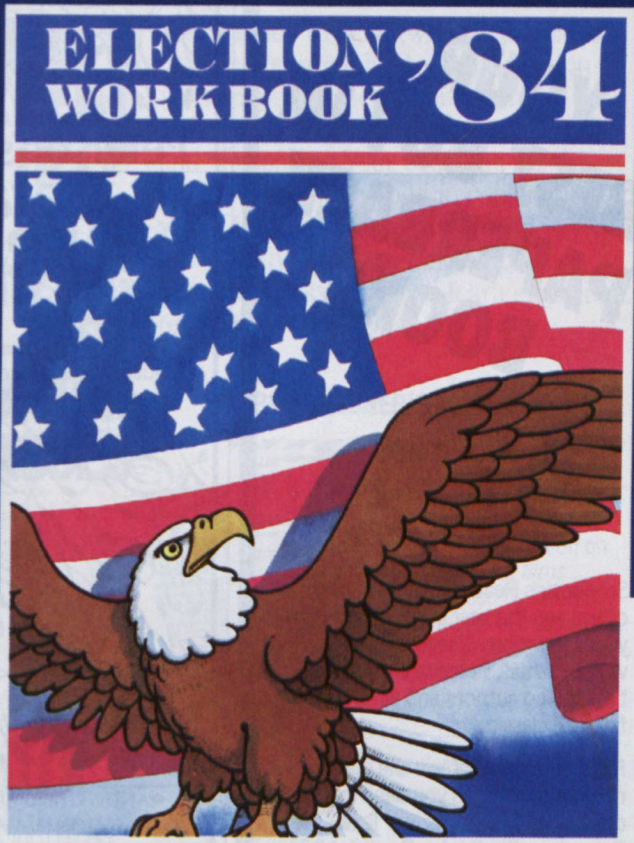

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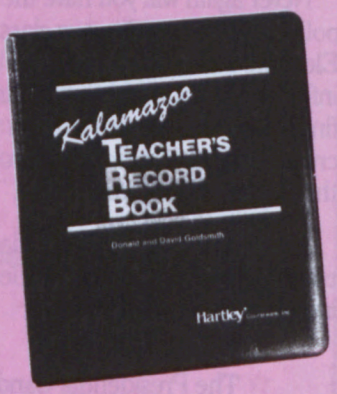

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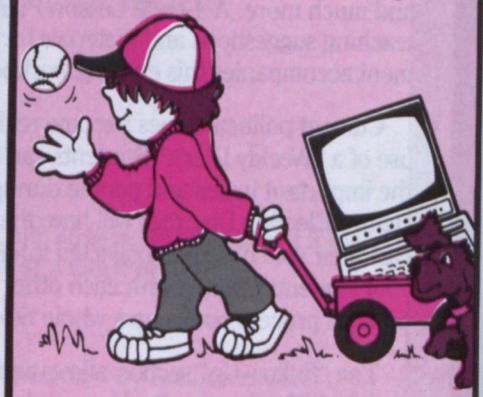

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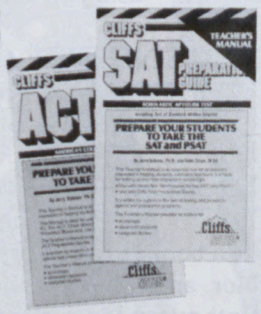

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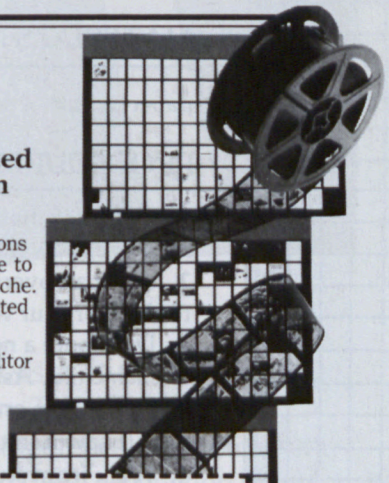

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ELEMENTARY

Kathleen Weber
Second grade teacher
N.O. Nelson School
Edwardsville, Illinois
1984 Illinois Teacher of the Year

OBJECTIVES: This activity will give students the opportunity to create a short skit using the dramatic elements of characterization, dialogue, and scenery.

MATERIALS NEEDED: For each student: paper or styrofoam cup; three to five straws; rectangular pieces of white paper small enough to fit vertically into the cups; colored pieces of paper to use for scenery.

PROCEDURES: Students choose three to five characters to draw on the white paper. They might select clowns, animals, imaginary creatures, or maybe, to dramatize a book report, story characters from the reading series. After choosing, they draw, color, and cut out their characters and glue them onto the straws. Either the teacher or the students punch holes in the bottom of the cups for the straws, keeping a snug fit.

The students decorate their cups around the rim or the side to set the scene, then push the straws down into the cups and through the holes so that the characters are hidden inside the cups. Then each student stages a one-minute skit, in which each puppet pops up. Older students can write scripts to use as they give their skits. Even the shyest student will find confidence in doing these short shows.

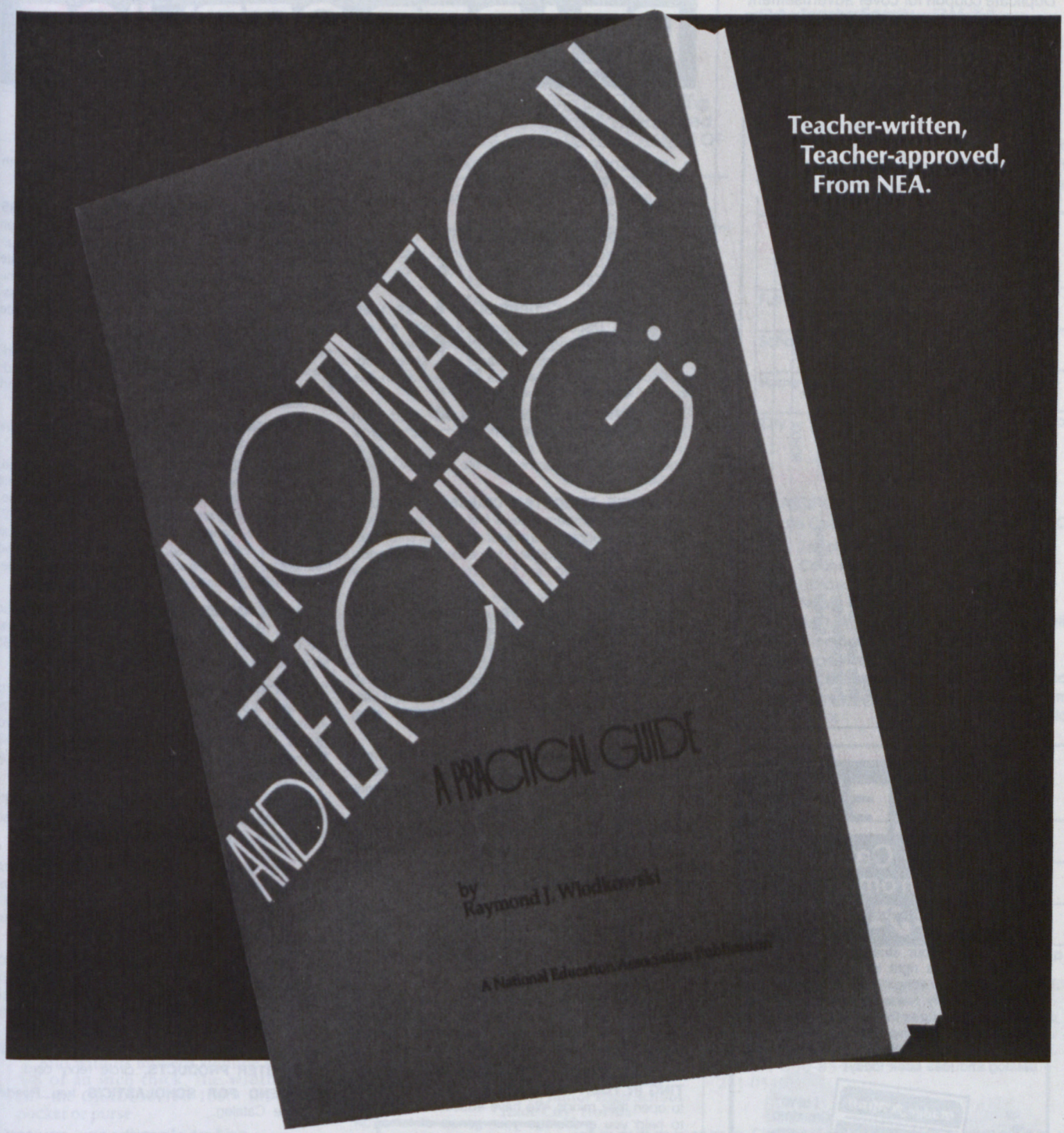
Evie Andrews
First grade teacher
Tualatin Elementary School
Tualatin, Oregon
1984 Oregon
Teacher of the Year

INTRODUCTION: This lesson introduces my first graders to the newspaper and begins preparing them for writing an all-school newspaper.

MATERIALS NEEDED: A stack of newspapers; an overhead projector; paper, a pair of scissors, and glue for each child.

PROCEDURES:

1. Ask how many get a newspaper at home; how many have seen their parents read one; how many read one themselves.
2. Using an overhead projector, show a portion of a newspaper page to the students. Point to three or four words that are familiar to them, and ask them to read each of these words.
3. Distribute a newspaper page, piece of paper (any size), pair of scissors, and bottle of glue to each child. Ask the students to find familiar words on the newspaper page, and to cut out and glue them on their piece of paper. When they're finished with one newspaper page, they may throw it in the wastebasket and select another.
4. Walk from student to student, asking each one in turn to read the words cut and glued. When a child cannot read a chosen word, ask the child to remove that word, emphasizing again for the class, "Choose only words that you can read."
5. Review the lesson with the students, and ask them where they can find these words to read in places other than their readers or a newspaper.



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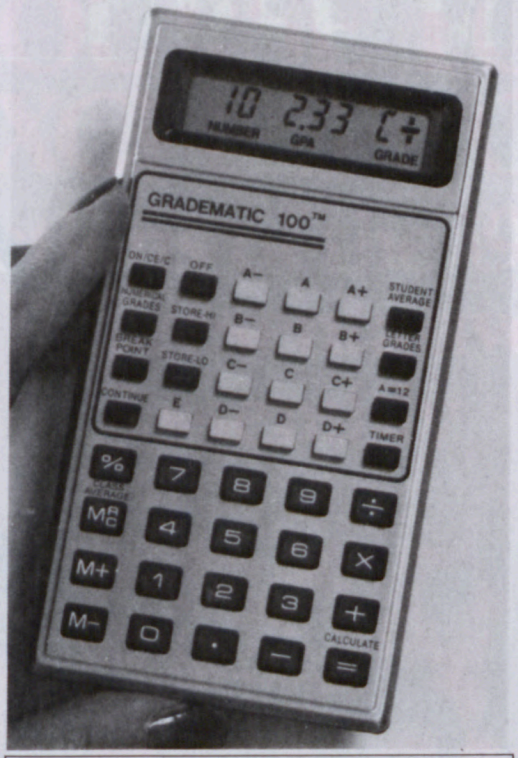

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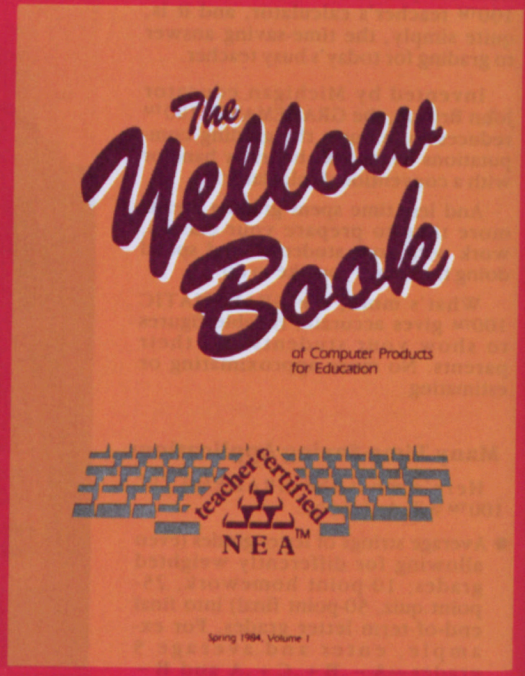

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SETTING THE COURSE FOR EXCELLENCE:

Actions of the 1984 Representative Assembly

Joe Di Dio

An Open Letter to America On Schools, Students, and Tomorrow

Last year, meeting in Philadelphia, the 1983 National Education Association Representative Assembly voted to establish an NEA Blue Ribbon Task Force on Educational Excellence.

That Task Force was directed to study and review the many different national reports on educational reform and then report to the 1984 Representative Assembly with specific recommendations for enhancing educational excellence. The Task Force did just that. Its final report—*An Open Letter to America on Schools, Students, and Tomorrow*—was, after debate, discussion, and amendment, adopted by the 1984 NEA Representative Assembly, which met July 1-4 in Minneapolis.

An Open Letter to America on Schools, Students, and Tomorrow will be published in full as a special supplement to a fall issue of *NEA Today*, the Association's official newspaper.

The over 7,000 delegates to the 1984 Representative Assembly also directed NEA President Mary Hatwood Futrell to develop an NEA Action Plan for Educational Excellence based upon the recommendations in *An Open Letter to America*.

In developing this Action Plan, NEA President Futurell will be drawing upon the experience and expertise of NEA state affiliates. President Futrell will deliver a progress report on the Action Plan for Educational Excellence to the 1985 NEA Representative Assembly in Washington, D.C.

The NEA Legislative Program for the 99th Congress

Preamble

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the federal legislative policies of the organization.

NEA is committed to the principle of true partnership among the three levels of government in the delivery of adequate educational services in this nation. It seeks provision of federal resources to assist state and local governments with their responsibility for the maintenance and operation of the public schools, to assure equal educational opportunity for all students, and to enhance the level of excellence in public education. These elements comprise the appropriate federal role in education.

NEA also seeks improvement in the professional status, personal economic security, and welfare of all members; adequate protection and enforcement of civil and human rights; and preservation and advancement of good public policy.

NEA supports federal legislation consistent with its principles in these areas and opposes legislation detrimental to its interests. The NEA lobbying resources to achieve these ends are grouped into three Tiers of activity.

First Tier: *NEA Priority Legislative Initiatives*. Legislative issues developed and proposed by NEA which require continuing high activity levels to meet the goal.

Second Tier: *Current Priority Congressional Issues*. Legislative issues initiated by the Congress or the Administration which require continuing NEA activity.

Third Tier: *NEA Continuing Legislative Concerns*. Legislative issues which are constantly monitored and where activity is undertaken when matters arise of their own merit in the Congress.

First Tier: NEA Priority Legislative Initiatives

I. Federal Funding for Education

NEA supports assisting local schools by providing a level of federal funding which equals one-third of the total expenditures for public elementary and secondary education through a program of *general aid* and *categorical assistance*.

- *General aid* assists local and state agencies in meeting their responsibility to maintain and operate the public schools. Specifically, NEA supports full funding for the American Defense Education Act which establishes a program of local incentive grants for excellence in public schools based on the development and implementation of a locally based plan to improve areas—such as mathematics, science, foreign language, communications, technology instruction, and guidance and counseling—which are critical to our national interest.
- *Categorical assistance* is made available to local education agencies for targeted special-needs populations. Specifically, NEA supports adequate funding for impact aid; aid for the disadvantaged; desegregation assistance; assistance for English-deficient students; foreign language and international studies programs; vocational education; education for the handicapped and for the gifted and talented; refugee education; child nutrition programs; and aid for school libraries.

NEA also supports federal funding for postsecondary education through grants to support the vital research function of postsecondary institutions; student financial assistance to assure access and choice for all qualified students who wish to pursue it regardless of personal financial means; and the historically Black colleges and developing institutions.

II. Collective Bargaining

NEA supports federally guaranteed collective bargaining rights for public education employees in public school systems and postsecondary institutions. This would be a freestanding bill based on the appropriate Congressional powers. It would condition a state's receipt of federal funds upon the granting of certain collective bargaining rights to the employees of any public school system or postsecondary institution that, directly or indirectly, receives such funds. Such legislation would be compatible with existing state laws providing acceptable bargaining rights.

NEA supports a "minimum standards" approach: in order to receive federal funds, a state would be required to submit to the Secretary of Labor a labor relations plan that guarantees to public education employees the basic rights that are necessary for meaningful collective bargaining.

The Secretary of Labor would have certain discretion over the approval or disapproval of a state's labor relations plan, with that discretion defined and limited, and subject to judicial review.

NEA opposes any federal legislation that would deny collective bargaining rights to college and university faculty because of their participation in a faculty senate or other system of institutional self-governance.

Second Tier: Current Priority Congressional Issues

I. Asbestos Abatement

NEA supports legislation providing full appropriations and rulemaking and enforcement authority to require inspection, detection, adequate federal reporting, and speedy removal or containment of friable asbestos in public school buildings. Immediate abatement must be assured through development of funding mechanisms for grants and/or loans for school districts. NEA

supports sufficient training and proper safety protection for persons identifying and/or removing friable asbestos.

II. Civil and Human Rights Protection

NEA supports preservation and strengthening of basic civil and human rights under law as called for in NEA Resolutions; elimination of barriers restricting the individual exercise of rights; full equality and opportunity—economic and educational—for women including the addition of the Equal Rights Amendment to the Constitution; reproductive freedom without governmental intervention; the use of affirmative action to redress historical patterns of discrimination; and vigorous enforcement of the law including desegregation activities and programs for American Indians through full funding and appropriate Administration activities.

NEA opposes infringement of the principles of religious freedom through the introduction of sectarian practices in the public schools; efforts to restrict or end federal court jurisdiction in civil rights matters including restrictions on the use of busing as an available means to achieve desegregation; and internment or containment of racially identifiable segments of society.

III. Department of Education

NEA supports a Cabinet-level Department of Education which provides positive national leadership, including responsibility for fully funding the federal share of the partnership for public education.

NEA opposes actions which would erode, whether directly or indirectly, the effectiveness of the Department of Education or undermine the appropriate federal role in public education through budgetary, regulatory, or other measures.

IV. Education and National Security

NEA supports a definition of national security which includes a solid economy, a well educated populace, and a stable world community. NEA supports establishment of a U.S. Academy of Peace with degree-granting authority. NEA supports a mutual, verifiable nuclear freeze with cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing weapons.

NEA opposes weakening national security by disproportionately increasing the defense budget and decreasing federal funding for education.

V. Education of the Handicapped

NEA supports the provision of appropriate educational opportunities for handicapped children and sufficient resources to achieve these ends with 100 percent federal funding for federally mandated educational services. NEA supports reduction of class size commensurate with the added responsibility of providing appropriate educational services to handicapped students and preservice and inservice training components for instructional personnel. NEA supports involvement of teachers in the determination of placement of handicapped children and a procedure for speedy teacher appeal of placement decisions when necessary. NEA supports simplification of programs and reduction of paperwork.

VI. Federally Impacted School Districts

NEA supports payments to assure quality education for all children in school districts impacted by federal installations or activities or American Indian reservations. NEA supports forward funding of such payments under program administration by the Department of Education. NEA supports special standards for severely impacted districts. NEA supports funding at 100 percent of entitlement for school districts whose boundaries are coterminous with a military reservation, and for school districts which are more than 50 percent impacted with federally connected pupils.

VII. Postsecondary education

NEA supports federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions which:

- develop the nation's intellectual capital;
- promote research and the development of knowledge;
- preserve institutional vitality;
- assure equality of educational opportunity;
- assure equal treatment by federal program administration for two- and four-year institutions; and
- assure the welfare, economic security, and professional development of all postsecondary members.

VIII. Professional Development Resource Centers

NEA supports the establishment and funding of professional development resource centers under the direction of teachers. NEA supports centers where teachers are involved in the design of programs. NEA supports development centers which provide adequate opportunities, experiences, and resources for education practitioners to teach and learn from peers.

IX. Reauthorization of Elementary and Secondary Education Programs

NEA supports full funding up to realistic reauthorization levels for existing elementary and secondary programs of categorical aid and education entitlements; and timely reauthorization of such programs.

X. Social Security

NEA supports protecting the solvency of the Social Security system by using general revenues, if necessary, for the Old Age and Survivors' Insurance program. NEA supports Social Security as a social insurance program, not a welfare or "means-tested" program. NEA supports improved benefits for participants, especially low-income workers, dependents, and survivors; benefit equity for men and women through earnings sharing and/or benefit changes; restoration of the dependents' education allowance; and reductions in the retirement age. NEA supports repeal of current taxes on and exemption from income tax of all Social Security benefits regardless of income; and repeal of the spousal offset.

NEA opposes mandatory coverage of public employees, merger of Social Security with any other public employee pension plan, or diminution of future benefits. NEA opposes any reductions in Social Security benefits including limits on annual cost-of-living adjustments.

XI. Support Systems for Children

NEA supports legislation to establish and fund programs to protect children from physical abuse, sexual abuse, emotional abuse, and/or neglect by parents, custodial adults, or others. NEA supports court-assured payment of designated child support. NEA supports the development of a full program for the identification, location, and return of missing children.

XII. Taxation

NEA supports a progressive tax system based on individual and corporate ability to pay to yield sufficient revenues to address national needs; equity in taxation rates between married and single taxpayers; and repeal of tax indexing.

NEA opposes unfair tax loopholes or giveaways which reduce revenues; and any constitutional amendment respecting tax limitations or the federal budget.

XIII. Tuition Tax Credits and/or Vouchers

NEA opposes all tuition tax credits at elementary, secondary, or postsecondary levels as destructive of public education and insupportable public policy. NEA opposes the use of vouchers in education in substitution for any existing programs.

XIV. Vocational Education

NEA supports the efficient and effective provision of adequate resources to local vocational education authorities and/or postsecondary institutions to maintain, enhance, and expand quality vocational education programs. NEA supports direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase of up-to-date vocational equipment in response to changes in the job market. NEA sup-

ports the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities. NEA supports the involvement of teachers and students in development of secondary and postsecondary vocational programs, and the coordination of vocational programs with other employment and training programs through public education institutions.

Third Tier: NEA Continuing Legislative Concerns

I. Welfare, Professional Status, Personal Economic Security of Members

A. *Bankruptcy Act amendment*. NEA supports amendment of the federal Bankruptcy Act to protect public school labor contracts from capricious cancellation.

B. *Compensation*. NEA supports federal initiatives which enhance compensation for all teachers and which assist in attracting talented individuals into the profession.

NEA opposes federal initiatives which mandate or promote traditionally defined merit pay schemes. NEA also opposes any pay differential based on the ability of the students being taught.

C. *Individual income tax benefits*. NEA supports tax deductibility for professional business expenses including continuing education and home computers and for dependent care expenses. NEA supports exemption from tax liability for tuition remissions where available. NEA supports protection of members' retirement income through automatic escalator clauses; employer-paid insurance; and protection of tax shelters for life insurance annuities.

NEA opposes taxation of fringe benefits.

D. *Price indexing*. NEA supports legislative rather than regulatory determination of the process by which the CPI and any adjustments resulting from it are calculated.

NEA opposes any CPI adjustments which adversely affect active or retired members.

E. *Retirement*. NEA supports legislation to assure retention of retirement rights and assets by mobile teachers; and protection of assets and earned benefits of retirement systems through fiduciary and reporting standards, standards for vesting and portability, ownership, and military service credit as expressed in NEA Resolutions.

NEA opposes federal legislation on retirement which fails to exempt states with statutes substantially equivalent to the federal standards.

F. *Rights of federally employed school personnel*. NEA supports the rights of federal education employees to exercise the full rights of educators without abridgement due to federal employment.

G. *Union regulation*. NEA supports repeal of the right-to-work provision of the Taft-Hartley Act; and amendment of the Landrum-Griffin Act to permit required proportional representation of minorities in union governance.

NEA opposes inclusion of labor unions in the Hobbs Act.

H. *Wage-price controls*. NEA supports uniform treatment of wages, prices, and profits under any control system; and treatment of public employees in a way that is equitable with treatment of private counterparts.

I. *Working conditions and employment protection*. NEA supports equal protection of public education employees under unemployment compensation; safe, hazard-free working environment for public education employees with inspection and control standards at least equivalent to those of OSHA; and death benefit coverage for families of public education employees maliciously killed in the line of duty.

NEA opposes the establishment of any form of subminimum wage for any class of workers.

II. Preservation and Advancement of Good Public Policy

A. *Broadcasting*. NEA supports stronger emphasis on the public interest, fairness doctrine, equal time requirements, ascertainment, and affirmative action in broadcast regulation. NEA supports adequate public financing for public broadcasting. NEA supports requirements for daily educational programming appropriate for young children.

B. *Child nutrition programs*. NEA supports the authorization and full funding of school programs to provide appetizing and nutritious meals through school feeding programs. NEA supports the provision of nutrition assistance to families unable to meet these basic nutrition needs. NEA opposes the use of federal funds for meals which are not nutritious.

C. *Dependent care*. NEA supports federal assistance to state and local governments in providing improved child care networks and services. NEA supports reinforcement of standards for care and early childhood development programs.

D. *Election and voting rights*. NEA supports election or polling reforms which assure that each member of the electorate may cast a meaningful vote. NEA supports partial public funding of federal election campaigns in order to achieve limitations on private funding and independent expenditures, and full disclosure of all sources. NEA supports home rule with fiscal autonomy, stability, and predictability for the District of Columbia. NEA supports full enforcement of the Voting Rights Act.

NEA opposes restrictions on the political rights of government employees.

E. *Energy*. NEA supports tax credits for conservation and alternative sources.

NEA opposes precipitous deregulation of natural gas. NEA opposes curtailment or closure of schools as a first resort in energy crises.

F. *Environmental protection*. NEA supports standards and timely enforcement and funding for safeguarding against pollution of the air, water, or food by chemicals or radiation. NEA supports stronger federal action in solving the problem of toxic waste dumping.

G. *Fair housing*. NEA supports the enactment and enforcement of open and fair housing legislation.

H. *Family protection*. NEA supports establishment and funding of support systems for spouses and elderly victims of domestic physical and/or mental abuse.

NEA opposes misnamed legislation such as the "Family Protection Act" in whole or part.

I. *Full employment*. NEA supports full employment including job training and development programs. NEA supports the role of public schools as equal partners with government, labor, business, and community-based groups.

NEA opposes the dimunition or supplanting of public vocational education by federally funded public or private training programs.

J. *Handgun control*. NEA supports significant penalties for criminal actions involving use of guns; and controls on the manufacture, distribution, or sale of handguns.

K. *Health policy*. NEA supports enactment of a comprehensive, universal national health insurance system provided by public and private agencies to assure health services for all. NEA supports development and maintenance of health care programs for children. NEA supports a strong Medicare and Medicaid system with general revenue financing of Medicare and protection of benefits. NEA supports prospective budgeting for all payers and providers in order to contain increases in health care services for all beneficiaries, including the mentally and/or chronically ill; and improved coverage for preventive care.

NEA opposes means testing, voucher plans, or any other proposals that would shift the cost of helath care under Medicare or Medicaid to the beneficiary of his/her family; and any new barrier to eligibility for benefits. NEA opposes taxation of health insurance or health benefits.

L. *Immigration*. NEA supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization.

NEA opposes immigration restrictions which constitute an attack on labor unions, human rights, or national

origin. NEA opposes disruption of the integrity of the family unit.

M. *Metric system*. NEA supports legislation to phase in U.S. adoption of the metric system.

N. *Migrant affairs*. NEA supports the maintenance of migrant education programs in order to assure equal educational opportunities for migrant children; and the representation of migrant workers in collective bargaining by the organization of their choice.

O. *Military affairs*. NEA supports equal opportunity and responsibility for women and men in military service. NEA supports special programs for Vietnam veterans.

NEA opposes the use of draft registration as an eligibility criterion for financial assistance; and expenditure of funds on development of nuclear attack "evacuation" plans.

P. *Nursing home standards*. NEA supports strict federal standards for state administration of nursing homes, including areas of safety, health care services, staffing, and nutrition services.

Q. *Observances*. NEA supports national observances recognizing the contributions of ethnic minority groups and women to this nation.

R. *Privacy*. NEA supports federally guaranteed privacy rights for students and education employees. NEA supports citizen access to records under the Freedom of Information Act and Federal Advisory Committee Act.

NEA opposes the exchange of privileged citizen information among government agencies.

S. *Public welfare*. NEA supports total federal assumption of cost and operation of welfare programs based on standards of human dignity.

T. *Redress for incarceration*. NEA supports legislation calling for monetary redress for those Japanese Americans and Aleuts incarcerated during World War II.

U. *Uniform legal drinking age*. NEA supports federal legislation to establish a uniform legal drinking age of 21.

V. *Violations of human rights*. NEA opposes the granting of U.S. military or economic aid to governments permitting violations of their citizens' rights.

W. *Youth safety*. NEA supports minimum standards legislation promoting youth camp safety. NEA supports establishment and enforcement of standards for school bus safety.

III. High Quality Public Education for All

A. *Administration of federal programs*. NEA supports funding directly to the local level for the provision of classroom instruction. NEA supports incentives to local school districts to provide optimum class size. NEA supports a requirement for state credentialling of participating nonpublic school personnel.

NEA opposes unconstitutional funding of nonpublic schools in violation of the separation of church and state. Where current legislation requires distribution of federal funds to nonpublic schools, NEA opposes any favoritism toward these schools and demands full disclosure of financing, materials, and services provided.

B. *Block grants*. NEA supports block grants to states for education only if they:

- are adequately funded;
- meet the intended program goals;
- include teacher training/retraining components in categorical aid programs;
- require compliance with civil rights laws;
- require fiscal accountability and review;
- impose constitutional limtations on nonpublic school participation;
- assure funds for direct classroom instruction;
- include teachers in the planning process.

NEA opposes the use of block grants as a budget-cutting device.

C. *Computers and materials for instructional use*. NEA supports direct federal assistance to local school districts for acquisition of computer equipment and software, and for the training of classroom users of the technology. NEA supports distribution of federal funds in a manner that achieves equity. NEA supports not-for-profit instructional uses of copyrighted materials and off-air recordings. NEA supports partial reservation of cable television capacity for educational uses.

NEA opposes revision of the copyright law in a manner which would limit educators' first-sale provisions of copyright law. NEA opposes tax deductions of computers to schools unless the computers are designated solely for classroom use, and software and training for users are provided.

D. *Education of noncitizens*. NEA supports the provision of federal funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

E. *English proficiency programs*. NEA supports adequately funded and culturally sensitive programs including at least bilingual education, English-as-a-second-language (ESL), and limited-English-proficiency (LEP) programs which result in functional proficiency in English for all students who lack the needed skills.

F. *Exceptional children*. NEA supports legislation that will provide full funding of elementary and secondary education programs for gifted, talented, and creative students.

G. *Guidance and counseling*. NEA supports legislation providing for elementary and secondary school guidance and counseling through state/local education agencies.

H. *Testing*. NEA supports truth-in-testing legislation. NEA opposes the testing of teachers as a criterion for job retention, tenure, promotion, or salary increments.

New Business Items

Adopted by 1984 NEA Representative Assembly

Support for State Agency Lobbying

The NEA shall develop a program to provide support to state affiliates in the area of agency lobbying. Such effort shall include identifying state association staff who lobby state agencies, providing training to such persons, and creating a network of communication among such persons. Particular attention shall be given to the role of excellence in such activities. (1984-1)

Support for Suspension of Nestle Boycott

The NEA Representative Assembly commends the Nestle Corporation for changing its marketing practices to comply sustantially with the International Code for Marketing of Breastmilk Substitutes of the World Health Organization (WHO); acknowledges the contributions of NEA members to the successful boycott efforts; and hereby supports the suspension of the Nestle boycott pending review of Nestle compliance with the WHO International Code. (1984-2)

Peace Plan of Democratic Platform

The NEA endorses the Peace, Freedom, and Security section of the Democratic Party Platform, which includes a strong peace plank. NEA will encourage all delegates to the Democratic National Convention to support this peace plank and work against any effort to weaken it. (1984-4)

"Students for the Martin Luther King, Jr., Holiday"

The NEA shall continue to support the state-by-state legislative drive of California's Oakland Technical High School, "Students for the Martin Luther King, Jr., Holiday" campaign. (1984-5)

Dues of Visiting Foreign Exchange Teachers

The 1984 NEA Representative Assembly directs the NEA to study and

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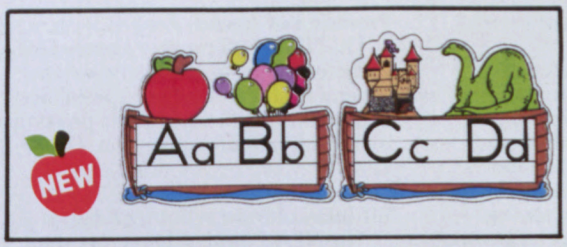

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T-863 Autumn Leaves Trimmer

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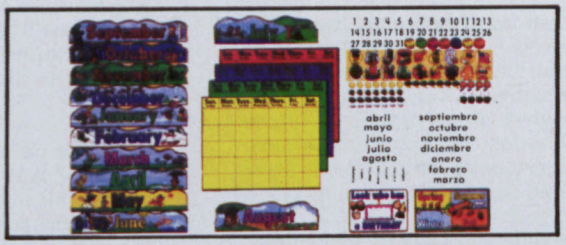
T-465 4" Letters



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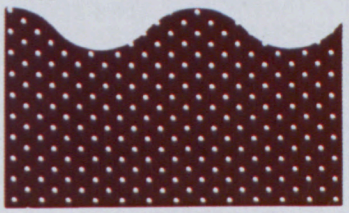

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draft a bylaw amendment for vote by the 1985 Representative Assembly which would waive NEA dues for foreign exchange teachers in the United States who are current members of the professional teacher organizations in their home countries. (1984-6)

Clearinghouse on Microcomputer Software for Use in Collective Bargaining

The NEA shall establish a clearinghouse for the collection and distribution of microcomputer software information to assist local affiliates in the collective bargaining process. (1984-7)

Evaluation of UniServ Program Option

The NEA Board of Directors shall evaluate the UniServ Program Option Program. Further, the Board of Directors, based on that evaluation, shall make any recommendations for change by the May 1985 NEA Board meeting. (1984-8)

Evaluations of Regional Offices

The NEA shall develop a procedure for the evaluation and appraisal of the effectiveness of NEA regional offices which directly involves state and local leaders, including urban leaders, serviced by the regional offices. (1984-9)

Amendment of UniServ Guidelines

The NEA Representative Assembly directs the Board of Directors to amend the UniServ Guidelines to provide that in those locals with agency fee, which includes NEA's portion of the dues, the agency fee payers be counted in the same manner as members in determining the size of the unit under the standard UniServ Guidelines, and further, that UniServ funding be established on that total number. (1984-12)

Revisions of U.S. Tax Code

The NEA shall monitor and analyze proposed revisions of the U.S. tax code, such as the Bradley-Gephardt bill, and use its publications to inform and educate its members on NEA positions on the issue. (1984-14)

Divestment of Public Monies in Republic of South Africa

The NEA encourages its affiliates to lobby their state legislatures for divestment of public monies in the Republic of South Africa. The organization will help its affiliates secure all the relevant information necessary for a successful campaign. (1984-16)

Information on U.S. Peace Academy Legislation

The NEA will include in an early issue of the NEA TODAY information on the pending U.S. Peace Academy legislation. (1984-17)

Support of Minnesota Nurses Association

The NEA Representative Assembly, recognizing the similarity between the issues confronting its members and those confronting the Minnesota Nurses Association (MNA), supports the MNA in its efforts to achieve inclusion in the MNA contract of strong language in the area of seniority protection, layoff policies, and provisions pertaining to reductions in hours of service. The NEA Representative Assembly supports the MNA efforts to achieve contractual equity and urges its members to contribute generously to MNA strike fund. (1984-19)

Work of Art Commemorating Teaching/Learning Process

The NEA President shall appoint a committee to develop a process to commission a major work of art commemorating the teaching/learning process in public education. This work of art will be permanently displayed at the NEA headquarters. Funding will be through contributions. It is recommended that the selected artist be an educator or former educator. (1984-20)

Materials on Fine Arts Education

The NEA President shall direct the NEA publishing unit to search for and develop materials dealing with the fine arts and fine arts education for purposes of publication. These publications should be made available by the 1985 Representative Assembly. (1984-21)

Support for Gender-Free Insurance

The NEA shall ascertain which insurance companies contributed to the Insurance Coalition formed to defeat the Fair Insurance Practice Act (H.R. 100 and S. 3372). Upon completion of such investigation, NEA shall take the following actions:

1. Transmit this information to state affiliates
2. Urge state affiliates to communicate this information to NEA members through their state publications
3. Inform each insurance carrier used by NEA or a state affiliate which is found to have contributed to this coalition that NEA has a policy in support of gender-free insurance. (1984-22)

Unemployment Compensation for Riffed School Employees

The NEA shall conduct a study and issue a report to each state and the NEA Board of Directors no later than February 1, 1985, as to payment of unemployment compensation to riffed teachers and riffed educational support personnel. In addition, the NEA Board of Directors shall prepare appropriate recommendations relative to possible amendments to the 1986 Legislative Program. (1984-23)

Proration of Agency Fees

The NEA shall prorate agency fees collected in lieu of dues between the general fund and UniServ special account in the same formula as prescribed by NEA Bylaws for members. (1984-27)

Birthday of Martin Luther King, Jr.

The NEA Board of Directors shall assist states in achieving passage of state legislation to establish Martin Luther King, Jr.'s birthday as a state holiday. (1984-28)

Irresponsible Journalism of *Reader's Digest*

The NEA Representative Assembly deplores as reprehensible, the irresponsible journalism exhibited by *Reader's Digest* in Eugene H. Methvin's article, "Guess who Spells Disaster for Education." We implore the *Reader's Digest* in the spirit of fair journalism, to give equal space in an early issue to an article by NEA President Mary Hatwood Futrell. If President Futrell is not given equal space, the NEA Board of Directors should inform NEA members of that fact and should bring to the attention of members those programs in the schools in which NEA members participate that provide financial gain for the *Reader's Digest*. (1984-30)

UniServ Guidelines

The NEA Board of Directors and UniServ Advisory Committee shall make no substantive amendments in the UniServ Guidelines until open hearings are held at the regional meetings and other meetings that attract a representative group of NEA members. (1984-31)

Human SERVE Voter Registration Campaign

The NEA shall:

(1) Endorse, support, and participate in the Human SERVE voter registration campaign

(2) Urge all its affiliates and members to take part in this campaign. (1984-33)

Commendation of Walter Mondale

The NEA commends Walter Mondale for opening the search for a vice-president to women and minorities. The NEA urges Mr. Mondale, as he continues his search for the best leader to complete the strongest Democratic ticket, to consider a woman or minority for that position. (1984-34)

Contributions to Tax-Exempt School District Foundations

The NEA shall assess the impact of contributions to tax-exempt school district foundations on the equal distribution of federal and state tax dollars to educational institutions. (1984-35)

National or Regional Health Insurance Trusts

The NEA Shall work toward the establishment of national or regional health insurance trusts which will provide NEA members access to adequate and affordable health care coverage, to be implemented as budgetarily feasible in the 1984-85 budget. (1984-37)

Negotiations with American Computer Companies

The NEA shall enter into negotiations with one or more major American computer companies (for example, IBM, Apple, Tandy, and so forth) for the purpose of enabling members to purchase personal computers, through the NEA, at a discount. Approval or rejection of these negotiations shall be by action of the NEA Board of Directors. (1984-38)

Information on Instructional Conferences

The NEA will publish, in *NEA NOW*, the dates, locations, and topical areas of state conferences on instruction and professional development funded by state grants. This information should be published as early as possible but no later than two months prior to the conference or event. (1984-39)

Strikebreaking

The NEA Representative Assembly strongly condemns the use of scab labor in any school district, college, or university in which employees are on strike. NEA shall continue its present policy for denying NEA membership to persons who accept such employment. (1984-40)

NEA Locating Children Project

The NEA shall develop an NEA Locating Children Project, which will include but not be limited to—

1. The publication in *NEA NOW* and *NEA Today* of a sampling of pictures and descriptions of missing children
2. Names and telephone numbers of appropriate agencies for reporting missing children
3. A catalog of larger listings of pictures of missing children in camera-ready copy for state and local associations
4. Support of national legislation which addresses the problem of missing children. (1984-41)

Finding Missing Children

NEA affirms its commitment to assistance in the finding of missing children, and recommends that legislation be established to provide federal funding for assistance in the task of locating missing children.

NEA will assist locals in the development of programs and procedures to aid education personnel in the identification process. (1984-43)

Collective Bargaining for Substitute Teachers

In states that have collective bargaining statutes, the NEA shall continue to promote, through our state affiliates, the inclusion of collective bargaining rights and responsibilities for our colleagues, the professionally certificated substitute teachers. (1984-45)

Alternative Grading Systems

The NEA shall research and evaluate alternatives to the traditional 4.0 grading system. (1984-46)

State Legislation on Removal of Asbestos from Schools

The NEA shall urge its affiliates to work for state legislation to provide funding for those districts that have taken or will take corrective action to remove asbestos from their schools. (1984-48)

Asbestos Pollution

The NEA shall provide a mechanism for collection of data to substantiate if the health of school employees who have worked in asbestos-polluted environments has been harmed. Further, the NEA shall investigate and publicize benefits for which members are now eligible as a result of working in an asbestos-loaded environment, and shall seek measures that will protect the financial security of members who are affected by this problem. (1984-49)

Objection to "Equal Access Act"

The NEA President shall communicate directly with the Speaker of the House of Representatives to object to further consideration of the so-called "Equal Access Act" by the House. We strongly oppose such legislation, which provides for the types of programs this act would permit during school time as well as before and after school. (1984-50)

Workshop on Missing Children and the Criminal Abduction of Children

The NEA Human and Civil Rights unit will develop a workshop addressing missing children and the criminal abduction of children. The workshop will be expanded and presented on a state and/or regional basis and local associations will be encouraged to participate. Continuing education materials and workshop materials, developed by the NEA, will be distributed to local affiliates. (1984-51)

Missing Children

The National Education Association urges state and local affiliates to support actively legislation at the state and national levels to solve the problem of missing children. The major components should include but not be limited to the following:

1. The establishment of a fully computerized system on missing children which can search by physical description. The system would also provide help in the identification and location of abductors and murderers of children.
2. Funding to permit the circulation of a monthly bulletin on missing children to all law enforcement agencies.
3. A toll-free (800) number which would be available 24 hours a day, 7 days a week, for anyone to report the disappearance or the sighting of a missing child.
4. A requirement to immediately disseminate information on missing children to all law enforcement agencies in the immediate area.
5. A requirement that a monthly list of all reported missing children be circulated to every public school; and, further, that children identified from such a list be reported to the appropriate educational and law enforcement agencies. (1984-52)

American Education Week

The NEA Representative Assembly urges all state and local affiliates to encourage the full participation and active involvement of the supportive groups in the 1984 American Education Week activities. (1984-53)

Showcase of Educational Excellence

The NEA Representative Assembly directs the NEA to expand the concept demonstrated by Minnesota at the Instruction and Professional Development Conference held prior to the Representative Assembly. This showcase of educational excellence should be expanded to provide the same opportunity for every state affiliate and should be exhibited along with the current exhibitors booths. (1984-54)

Programs for Gifted and Talented Students

NEA urges all state and local affiliates to support full federal funding for local educational agency programs for gifted and talented elementary and secondary public school students. Toward this end, bills S. 1985 and H.R. 5596 should be monitored and influenced as they move through the federal legislative process. (1984-55)

Chemical Dependency

National Education Association will develop an appropriate action plan to assist school employees who are chemically dependent, such plan to include the following elements:

1. Statements regarding chemical dependency and the treatment thereof
2. Information and materials for local and state affiliates to assist personnel having a chemical dependency
3. Development of a sample agreement between the school district and employee ensuring the option of at least a 28-day treatment program and appropriate insurance coverage, should that option be exercised. (1984-62)

State Presidents on NEA Board of Directors

The NEA Representative Assembly directs that the plan for placing the state presidents on the NEA Board of Directors in a nonvoting capacity for the coming year not be implemented. (1984-63)

Acts of Violence Against Asian/Pacific Islanders

The NEA Human and Civil Rights unit shall monitor the resurgence of covert and overt anti-Asian/Pacific acts of violence which have resulted in vindictive verbal abuse, injuries, and deaths of Asian/Pacific Islanders. NEA shall further protest the injustices of the judicial system which have deprived the victims of their civil rights by not fairly prosecuting and trying their assailants in a timely manner. (1984-64)

Equal Pay for Comparable Work

NEA shall initiate and/or support appropriate legal and legislative action to secure equal pay for comparable work for all employees in public education. (1984-65)

U.S. Holocaust Memorial

The National Education Association believes that action taken by Congress in Public Laws 96-388 and 97-84, providing mechanisms for establishment of the U.S. Holocaust Memorial Museum, was correct and necessary; that people have a responsibility to remember the Holocaust, so that the American values of human dignity and freedom are strengthened and this bestial chapter in history is never repeated or inflicted upon any group again; that the research/teacher training mission of the museum is in accord with Association goals; and that there are few comparable opportunities to make a permanent and public contribution to the betterment of humankind.

Therefore, the NEA supports the fundraising efforts of *A Campaign to Remember* and urges its affiliates and members to contribute to this historical endeavor. (1984-66)

Feasibility Study of Release Time for Local Presidents

The NEA president will direct the Standing Committee on Affiliate Relationships to study the feasibility of NEA financial assistance to locals for the purpose of establishing part- or full-time release presidents. The committee will develop the scope and criteria for this assistance and will make recommendations for action to the NEA Board of Directors, which will make recommendations to the 1985 NEA Representative Assembly. (1984-69)

Study of Problems of School-Age Children

The NEA shall study the extent and type of problems of school-age children in today's society, evidenced by increased suicides and similar self-abuse activities of children. (1984-70)

Discriminatory State Legislation

The NEA Representative Assembly directs the NEA to collect information on state legislation that discriminates against teachers of exceptional students and/or state legislation that discriminates against schools with a high concentration of exceptional students, and further urges state affiliates to work to defeat such legislation. (1984-72)

Extremist Group Activity

The NEA shall collect and disseminate to its affiliates information concerning the nature of Lyndon B. LaRouche's organizations, their positions on education, and the tactics which they employ during local school board elections. In turn, state affiliates should be encouraged to forward such information about LaRouche and any other extremist group activity to NEA. (1984-76)

Rehabilitation Centers for Juvenile Substance Abusers

The National Education Association supports the establishment of substance abuse rehabilitation centers specifically designed to help juvenile substance abusers and their families. The Association urges its state affiliates to support actively legislation which will lead to the creation of such juvenile substance abuse rehabilitation centers, and/or which mandates the referral to such centers/programs of all juveniles found guilty by the courts of use or possession of a controlled substance. (1984-77)

Testing of Teachers and Teaching Candidates

The NEA opposes all testing of practicing teachers and must continue to monitor the development, implementation, and impact of testing on teaching candidates in order to ensure equity for all prospective teachers. The results of this monitoring shall be a report to the 1985 Representative Assembly. (1984-82)

Opposition to Teacher Testing Legislation

The NEA condemns any legislation which requires teachers, regardless of experience, to be tested in reading, writing, and mathematics, as well as their major field(s) of certification. (1984-84)

Action Plan for Securing a Federal Collective Bargaining Statute

The 1984 Representative Assembly reaffirms the action plan for securing a federal collective bargaining statute for public education employees and directs that the implementation of the timetable for securing such a statute be reported to the Board of Directors on a regular basis and to the 1985 Representative Assembly. (1984-85)

OTHER ACTIONS OF 1984 REPRESENTATIVE ASSEMBLY

New Business Relating to Boycotts

The following new business items will be referred to the Executive Committee for recommendations to the Board of Directors.

The Representative Assembly took a position in favor of both new business items which the Board of Directors must implement unless, in accordance with Standing Rule 6.0., it decides by two-thirds (⅔) vote that such implementation would not be in the best interest of the Association.

Coors Products

NEA supports and encourages members to join in the boycott of Coors Beer and other Coors products. (1984-68)

Campbell Soup Company

The NEA Board of Directors shall study the labor practices of the Campbell Soup Company, and if the findings show a failure to negotiate in good faith on the part of the Campbell Soup Company, the NEA will take the appropriate steps to join in the boycott against Campbell products including products manufactured by the Campbell Soup Company but marketed under the individual labels of various national grocery store chains. (1984-25)

REPRESENTATIVE ASSEMBLY REFERRALS

Referred to NEA President:

That NEA endorse and participate in the Children of War Tour, a project of the Religious Task Force of the Mobilization for Survival. (1984-58)

Referred to Resolutions Committee:

That the NEA support educational intervention programs to be offered as a requirement for school-age substance-abuse offenders as a consequence for violating drug-alcohol policies; that such programs may be an alternative or an addition to suspension; and that such programs include instruction in personal skills (decisionmaking, communications, and problem solving), activities to build self-es-teem, and drug-alcohol information. (1984-24)

Referred to the Standing Committee on Legislative and Financial Support for Public Education:

That the 1984 Representative Assembly direct the NEA to seek and support federal legislation that would establish a "national dispute mechanism" to help guarantee proper handling of the claims and to reduce the high costs of litigation in asbestos product liability litigation. (Legislative Amendment 1984-8)

NEA Resolutions

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association further urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions (69, 82)†

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Exercise attitudes of good citizenship, societal productivity, and global awareness

d. Appreciate the aesthetic and moral qualities of life

e. Formulate values for their lives that will lead to continual growth and self-fulfillment

f. Recognize and appreciate the cultural diversity of this nation

g. Recognize the cultural, social, political, and religious differences found throughout the world

h. Use leisure time effectively and develop sound physical health habits.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 83)

A-3. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. To that end, the Association reaffirms its support for the establishment and maintenance of high standards for teaching and learning. (83)

A-4. Public Understanding and Support of Education

The National Education Association recognizes its responsibility to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association believes that the success of our nation depends upon high standards of school excellence. The Association supports high standards for student achievement, excellence in teaching, and school operations, along with high parental expectations for schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 84)

A-5. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the cabinet-level U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other antipublic education plans are detrimental to the public interest. (80, 84)

A-6. U.S. Department of Education Schools

The National Education Association believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education schools. (80)

A-7. Federal Role in Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arises from the needs of our national social, economic, and political system. A major federal role is to ensure equality of educational opportunity for all. A second role is to engage in research, development, and consultation activities to support the quality of state and local education programs. A third federal role is to provide sufficient funding to support state and local government efforts in pursuit of national interests in public education.

The Association further believes that the federal government is a resource and supplement to local and state education agencies, which are legitimately entrusted with ongoing administration and operation of the public education system under their jurisdiction. (83)

A-8. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed that effectively involve community, parents, students, teachers, and educational support

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

personnel.

The Association urges its affiliates to initiate programs that strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers and educational support personnel in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 84)

A-9. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 84)

A-10. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which K through 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for pre- K-12 tuition tax credits is detrimental to the public interest and urges it affiliates to work for the defeat of such legislation. (84)

A-11. Voucher Plans

The National Education Association believes that voucher plans—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-12. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools.

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 84)

A-13. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual states and regions. (81, 83)

A-14. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by the U.S. Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-15. Communications Media

The National Education Association recognizes the total educative effect of the communications media, such as television, videotape, film, and published material, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, media professionals, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to members; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit the exposure of children to various video media. (69, 84)

A-16. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A-17. Rural Education

The National Education Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of

population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 84)

A-18. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-19. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-20. School Boards

The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. The members of this board must be elected by the citizens of that school district and must be charged with the responsibility of promoting public understanding of the schools.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher, educational support personnel, and community involvement in educational decisionmaking and guarantee their right to participation. (80, 84)

A-21. Public School Buildings

The National Education Association believes that public school buildings that are closed should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82)

A-22. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that will provide education to—

a. Understand the proper use, stewardship, and preservation of a viable environment

b. Promote an understanding of the necessity to protect endangered, threatened, and rare species

c. Reduce pollution significantly

d. Promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival

e. Promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, and designated local green areas in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 84)

A-23. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-24. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. It further urges its affiliates to support state and federal legislation that would set health and safety standards, provide for required inspections to ensure that standards are met, and prescribe penalties for noncompliance by school governing bodies. The Association further believes that school employees should be assisted in the identification, proper storage, and safe disposal of hazardous materials. (78, 84)

A-25. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A-26. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All school personnel must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82, 84)

A-27. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-28. Jobs with Peace

The National Education Association

believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decisionmaking in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Early Childhood Education

The National Education Association strongly supports early childhood education programs through the public school system, including child development, child care, and special education. These programs should be aimed at equipping the preschooler for a successful kindergarten experience. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

The Association believes that early childhood programs must be staffed by trained and certified personnel and supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth through five years, and be staffed by certified teachers and therapists.

The Association, furthermore, urges its affiliates to seek legislation that would ensure that such early childhood education programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten. The Association supports regulations requiring students starting kindergarten to have reached five years of age by September 1 of that year. (75,84)

B-3. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association urges development of preservice and professional development programs for junior high/middle school education. (76, 82)

B-4. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-5. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all.

The Association further believes that colleges and universities should not use draft registration as a criterion for granting or not granting student aid. (80, 83)

B-6. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school personnel to execute these objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory professional development of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be certified or licensed under regulations of each state's depart-

ment of public instruction or other appropriate agency. (77, 84)

B-7. Youth and Adult Training Progams

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.

b. The educational and support components of employment and training programs should be staffed only by certificated educators.

c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.

d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.

e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.

f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.

g. The amount of funding should be predictable in order to facilitate year-to-year planning.

h. Employment and training programs should be provided by certificated personnel and offer ongoing counseling, placement, and other support services.

i. Employment and training programs should provide opportunities for women, the handicapped, and ethnic minorities in nontraditional occupations.

j. Existing educational and vocational facilities should be used in employment and training programs. (80, 83)

B-8. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-9. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-10. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation that would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-11. Limited English Proficiency

The National Education Association believes that limited English proficiency programs should reflect the cultural diversity and heritage of those students involved.

The LEP program includes those students whose primary language *may be English* and develops proficiency in English either through a systematic instructional approach or through other unique programs. This program encompasses all students not proficient in English who are not eligible for bilingual education or English-as-a-second-language programs. (83)

B-12. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive teacher-training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 83)

B-13. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher exchange programs. (81, 84)

B-14. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups

in developing adequate and equal educational programs that preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students.

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-15. Chicano-Hispano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of enough bilingual visiting teachers and counselors to meet student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsiblity of state and local education agencies to develop and implement programs that respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 83)

B-16. Asian and Pacific Islander Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific Islander children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian/Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Islanders to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 83)

B-17. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of Black American children and promote the preservation of their heritage and culture. (81)

B-18. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contribution of women both in the past and in the present and that women must be involved in selecting these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-19. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

j. Both regular and special education classroom teachers must have a major role in determining individual education programs.

k. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon

them by federal special education legislation.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communications must be maintained among all involved parties.

o. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

p. Individualized education programs should not be used as criteria for the evaluation of teachers.

q. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

r. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

s. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

t. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

u. Student placement must be based on individual needs rather than on space availability.

v. Classroom teachers who serve the handicapped child must have scheduled access to resource personnel. (78, 83)

B-20. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-21. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B-22. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-23. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, nutrition during pregnancy, sexually transmitted diseases, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 84)

B-24. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 82)

B-25. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-26. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements pertinent to success in business. (80)

B-27. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-28. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development and therefore must be included as a component of all education.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80, 84)

B-29. Future Studies

The National Education Association believes that the future is dependent upon a citizenry that has been taught to use critical thinking and creative problem-solving skills. The Association encourages its affiliates to develop future-oriented curriculums and materials that focus on the development of these skills. (83)

B-30. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance, in addition to recreational activities. The Association further believes that funding should be shared by all levels of government, in cooperation with the community and parents. (83, 84)

B-31. Pupil Personnel Services

The National Education Association urges that pupil personnel services—including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services—be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. The Association opposes the subcontracting of pupil personnel services to private organizations. (69, 82)

B-32. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B-33. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs that would—

a. Promote education programs for parents to improve home atmosphere

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods

d. Promote an awareness and recognition of biological sensitivity to foods

e. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities

f. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health

g. Strengthen the child abuse laws, improve enforcement, and provide adequate funding for agencies involved in implementation

h. Lead to the enactment of child passenger restraint legislation for all motor vehicles, including school buses, in all states

i. Urge the enactment of legislation in all states against pornographic exploitation of children

j. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist

k. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children, including the proper immunization against communicable diseases

l. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products

m. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 84)

B-34. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-35. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of teacher preparation courses and professional development programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association and its affiliates urge the enactment of federal, state and local legislation that would—

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a. Provide school personnel reporting suspected child abuse immunity from legal action.

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse.

c. Provide due process for school personnel accused of child abuse while performing their duties.

d. Provide for protection of children from other children. (74, 84)

B-36. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-37. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges its affiliates to participate in national clearinghouse programs for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. The Association recommends that affiliates urge all law enforcement agencies to suspend the practice of the 24-hour or longer waiting period before initiating the missing child report.

To aid these investigations, the Association urges the voluntary fingerprinting of children. It believes that care must be used at all levels of the fingerprinting process and that such programs must be conducted in a nonthreatening environment. The Association further believes that parents and/or guardians should be present during the fingerprinting process and that they be given the completed cards.

The Association further encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis including the dissemination of pictures and information about missing children to school employees. (81, 84)

B-38. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-39. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-40. Drug Dependency

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of marijuana.

The Association supports strict enforcement of the legal drinking age and the laws governing the sales of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21. (72, 84)

B-41. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities that improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-42. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-43. Criminal Abduction of Children

The National Education Association believes that all children should be protected from criminal abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten teacher awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of criminal child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84)

B-44. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, professional personnel, and appropriate education programs.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84)

B-45. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop poli-

cies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-46. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-47. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-48. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and academic achievement of the student. The Association urges its affiliates to review current practices and/or policies concerning all school absences to ensure maximum classroom attendance and academic achievement.

The Association also urges its affiliates to develop programs that will make parents, students, and employers aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement. Further, the child labor laws, as structured by the current Fair Labor Standards Act, must be monitored, enforced, and strengthened by the local, state, and national governing authorities. (79, 84)

B-49. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association further believes that all aspects of transporting students require close scrutiny. It believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Appropriate health and safety training must be provided for all school bus personnel.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 84)

B-50. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-51. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-52. School Climate Project

The National Education Association believes that a positive school climate is necessary for promoting educational excellence in each school. The Association believes that a school climate audit that includes teachers, educational support personnel, students, and parents can enhance the building of a positive image for education. The Association believes that an audit report will provide information to the participants and the community about the positive activities of educational excellence found in each of our schools. The Association further encourages its affiliates to implement similar programs. (84)

B-53. Business Support for Public Education

The National Education Association urges local affiliates to develop coalitions with the business community to advocate adequate and stable funding for education through appropriate means of taxation. In addition, the Association welcomes cooperative programs, resource assistance, and the donation of specialized equipment from the business community but believes that they should be supplementary to adequate funding for public education. (84)

B-54. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affiliates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game arcades in a manner designed to minimize the economic exploitation of youth. (82, 84)

B-55. Lifesaving Techniques

The National Education Association advocates training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

B-56. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-57. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. Classroom teachers in each school must be involved in the initial planning, introduction, and use of such technology.

b. Teachers whose professional practice and responsibility are affected by this new technology must be provided with adequate staff development activities funded by the school district.

c. Classroom teachers must monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination.

d. Teachers must be involved in

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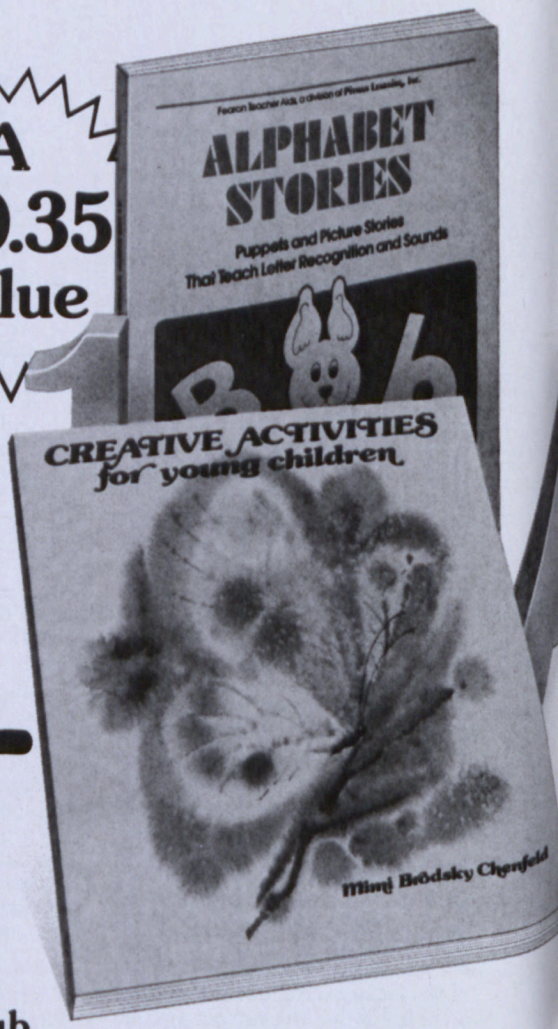

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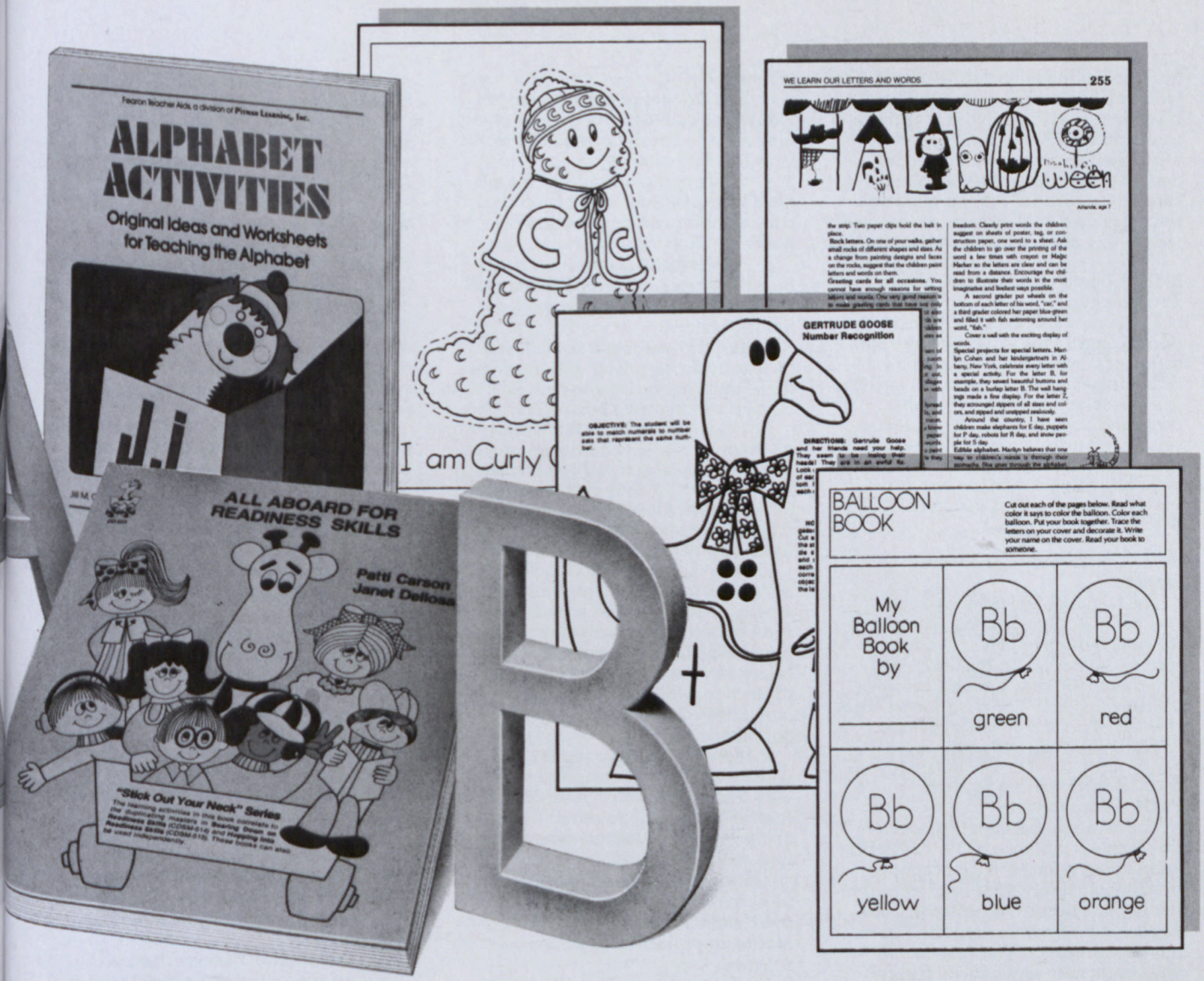

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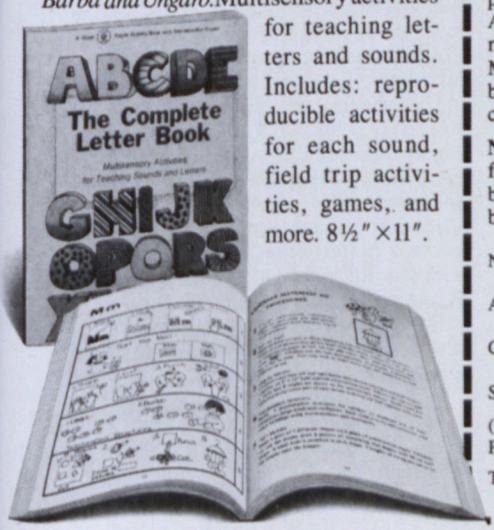

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decisionmaking related to changes in the work load and the responsibilities of classroom teachers as a result of the introduction of such technology

e. Teachers must be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81, 83)

B-58. Computer/Electronic-Based Technology

The National Education Association recognizes the expansion and application of computer/electronic-based technology and materials in our society. The Association believes that all students and staff should be provided access to and instruction in the utilization of such technology and materials, including emphasis on the responsible use of copyrighted materials. (83, 84)

B-59. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-60. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Education funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Publicly funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in education practice.

m. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

o. Categorical funding is essential and must be assured in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged.

The Association will oppose any provision in federal legislation and/or current laws that includes funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 84)

B-61. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded (78, 79)

B-62. Federal Impact Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-63. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B-64. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-65. Extracurricular Funding

The National Education Associa-

tion believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate or who holds the appropriate vocational certificate and that there be interstate certification reciprocity for mobile educators. The Association believes that private K-12 educational institutions must employ teachers who hold public educator certificates from their respective states. Private institutions failing to meet this hiring criterion should not be eligible for any federal funds, grants, or tax credits.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 83)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including, but not limited to, the identification of—

a. Factors that determine professional competence

b. Factors that determine the effectiveness of competent professionals

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluaton criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports that assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program, including such activities as appropriate counseling and supportive services, released time for professional development, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision that is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, promotion, or ranking of schools or school systems (69, 84)

C-3. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C-4. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 84)

C-5. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certifi-

cated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes, including, but not limited to, increasing the academic requirements for admission into and graduation from schools of education.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication, and human relations in requirements for certification, and the provision for professional development workshops in these areas for beginning and experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.

h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend membership in the NEA Student Program before participation in preprofessional experiences and student teaching.

j. Recommend that advisors of the NEA Student Program be Association members.

k. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

l. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

m. Take immediate steps to become involved in college and university committees that control teacher education programs.

n. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.

o. Support the inclusion of courses that provide instruction in the changing role of the family.

p. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education and teacher licensing/credentialing agencies. (70, 84)

C-6. Professional Development

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to required and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for all staff for professional development programs, courses, and conferences that benefit the school program.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. To assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher governed. (76, 82)

C-7. Professional Development Resource Centers

The National Education Association believes that teacher centers provide an opportunity for teachers to continue their professional development. The Association believes that teacher center programs should be based on the needs of teachers and that they should be established in sufficient numbers to be accessible to all teachers.

The Association further believes that teachers from the exclusive representative of the bargaining unit and/or the local association should comprise a majority of the membership of teacher center policy boards.

The Association shall continue to seek federal funding for teacher centers and shall assist affiliates in obtaining state and local monies for teacher centers. (82, 84)

C-8. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and professional development in teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 82)

C-9. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-10. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-11. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified or licensed in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification or licensing.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77-83)

C-12. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-13. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decisionmaking process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development of teachers

c. Teacher work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements. (79, 82)

C-14. School Libraries

The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials and a certificated librarian/media specialist, should be provided for each elementary and secondary school. (80, 81)

C-15. School Nurses

The National Education Association believes that all students should receive the immediate services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning expriences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 83)

D-2. Development of Materials

The National Education Association supports the concept that publishing companies should involve teachers directly and meaningfully in the development of textbooks and/or other educational materials in all subject areas offered for adoption or purchase by school districts. These materials should be age-appropriate, contain enough activities to teach the concepts, and address divergent points of view.

Where school districts involve teachers in the development of textbooks and other educational materials, their participation should be strictly voluntary and they should be adequately compensated. (84)

D-3. Reconsideration of Instructional Materials and Teaching Techniques

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and the attempts to ban books from the school library and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82)

D-4. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 84)

D-5. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional

freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate the teaching of religious doctrines, such as so-called "creation science," violate both student and teacher rights. The Association urges its affiliates to seek repeal of such mandates where they exist. (69, 83)

D-6. Evaluation of Students

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and for assigning grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81, 83)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 83)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith, do not comply with negotiated contracts, or attempt or seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 83)

E-3. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by teachers and other members of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 84)

E-4. Professional Salaries

The Association believes that pay structures are matters for collective bargaining. The Association will closely monitor proposed or legislated pay structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 84)

E-5. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service

b. Have structural continuity through the use of an index or percentage guide

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials

d. Provide scheduled minimum salaries that are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts that result in a doubling of the current annual minimum salary within 10 years of faculty experience

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales

f. Have automatic annual increments for experience that are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities that currently exist among faculty members of comparable preparation, experience, and length of service

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay

l. Provide remuneration for teachers who conduct in-service training or workshops

m. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents

n. Be developed through the process of collective bargaining

o. Compare favorably with income in other professions and occupations of comparable preparation and responsibility

p. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee

q. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 83)

E-6. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Sabbatical leave
f. Paid professional leave
g. Paid association leave
h. Workers' Compensation
i. Life insurance
j. Severance pay
k. Tuition reimbursement
l. Personal assault protection
m. Long-term physical and mental disability insurance
n. Benefit extension for laid-off employees
o. Religious leave
p. Retirement compensation
q. Unemployment compensation
r. Optical insurance
s. Dental insurance
t. Legal insurance
u. Reimbursement for damage or loss of personal property at the work site.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education staff members on official leave of absence or maternity/paternity leave. (79, 82)

E-7. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government., (77)

E-8. Wage Controls

The National Education Association deplores the rampant inflation that has eroded the living standards of Americans. School employees, in particular, have been especially victimized by inflation.

The Association is opposed to imposition of any wage controls that freeze public employees in an inferior economic position, elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 84)

E-9. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-10. Underutilization of School Employees

The National Education Association condemns the underutilization of school employees in the nation's schools, which has resulted in unemployment among members of the profession at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75, 84)

E-11. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of *ex parte* injunction; jailing; setting of excessive bail; fines; firing of members; decertification of an organization as the bargaining agent; loss of association rights; and revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges all local and state affiliates to provide financial assistance to NEA affiliates engaged in a sanctioned strike. (69, 84)

E-12. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing
b. The responsibilities of certificated and noncertificated staff are defined by certificated staff
c. The community is kept informed and its cooperation sought
d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 84)

E-13. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association further asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience
b. An equitable share of all fringe benefits
c. An agency shop provision
d. The right to revert to full-time status. (81, 84)

E-14. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-15. Employment in Overseas Dependents Schools

The National Education Association believes that the Overseas Dependents Schools operated by the U.S. Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71,84)

E-16. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-17. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he or she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits—such as continued tenure, salary increments, and service credit toward retirement—that would accrue if the educator continued in a position with the school system. (75)

E-18. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-19. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 83)

E-20. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides have written job descriptions that define their duties and that such aides be used only for noninstructional assistance to the classroom teacher. (69, 84)

E-21. Noninstructional Support Staff

The National Education Association recognizes that noninstructional staff share the same community of interest with professional staff. The Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff. The Association urges that salaries and benefits for noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77, 84)

E-22. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-23. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-24. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-25. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84)

E-26. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and

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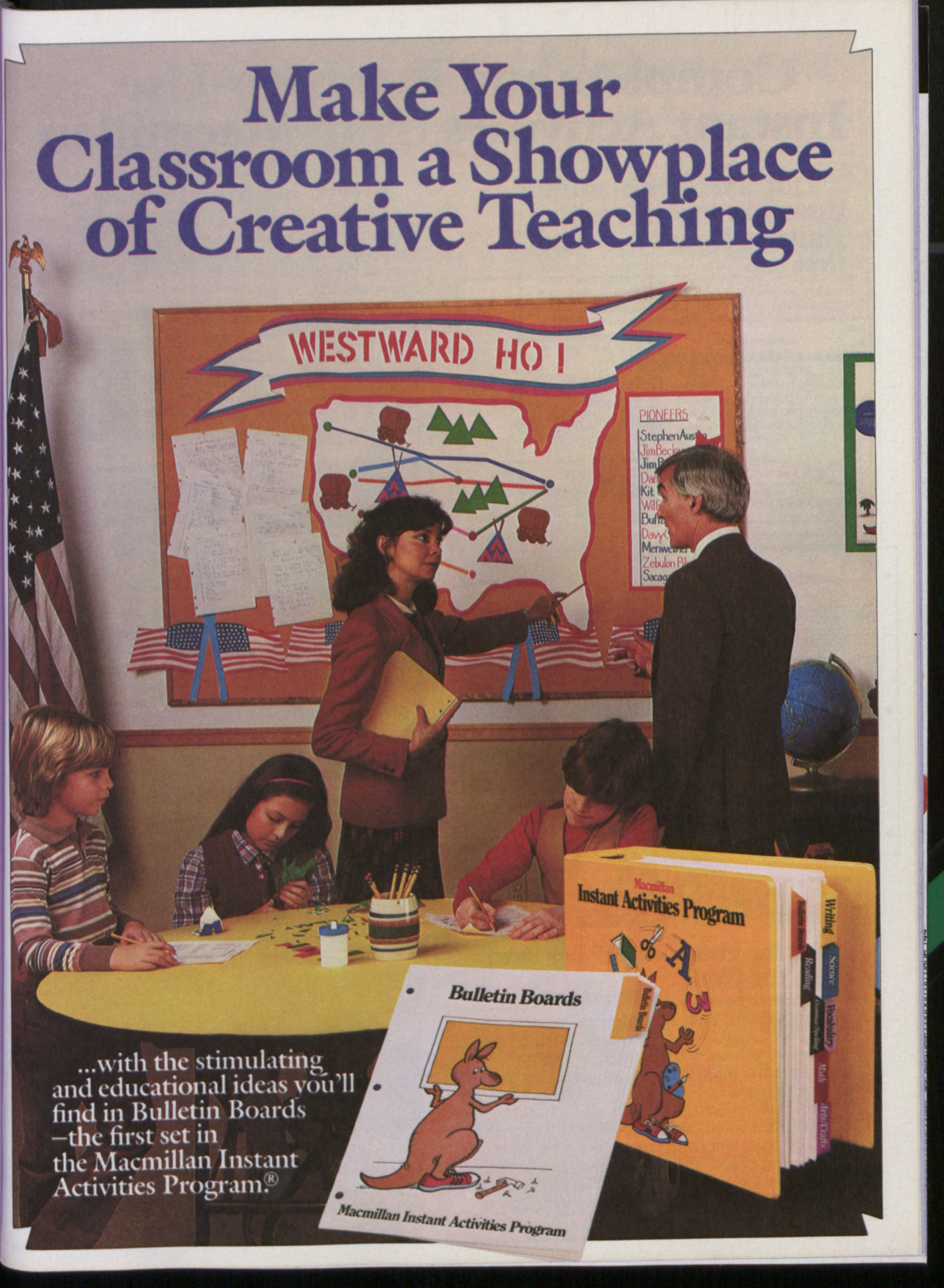

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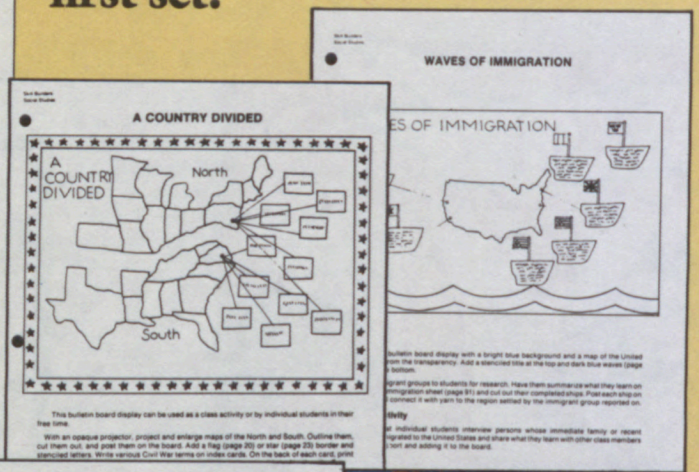

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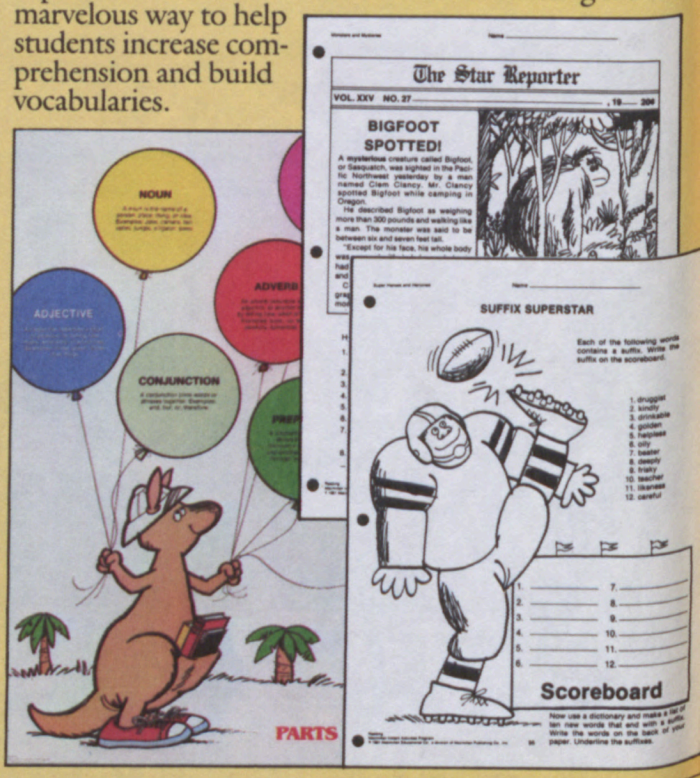

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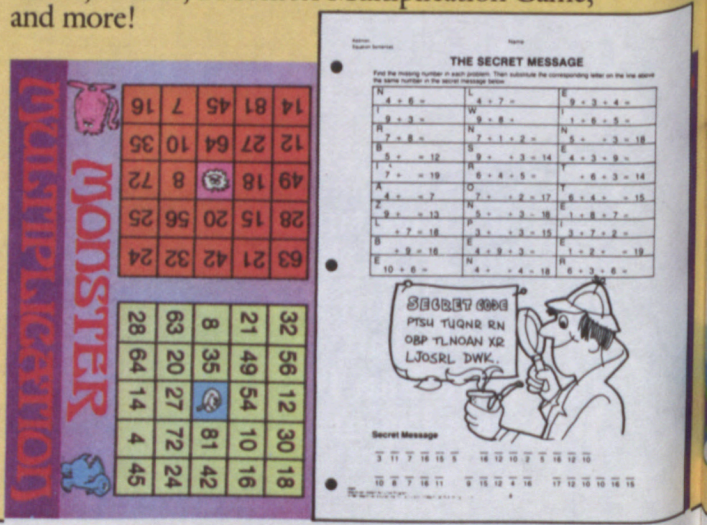

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urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-27. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

j. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for members.

q. School employees' contributions and benefits that are not subject to federal income taxation.

r. Nondiscriminatory Internal Revenue Service rules and regulations.

s. An annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. (69, 84)

E-28. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 84)

E-29. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service retirement system and should not be merged with the Social Security system. (79, 80)

E-30. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 84)

E-31. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multi-

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ple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 84)

E-32. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of school employees by any individuals. School employees must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 84)

E-33. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 84)

E-34. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-35. Right to Privacy

The National Education Association believes that employees should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions

e. The right to be guaranteed the existence of only one personnel file per employee. (75, 83)

E-36. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 83)

E-37. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-38. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-39. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 84)

E-40. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-41. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-42. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

The Association urges its local affiliates to develop, in cooperation with local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 84)

E-43. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports Employee Assistance Programs as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 84)

E-44. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log, which includes date, time, and signature of the person giving the medication, and the initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, the date of the original prescription, and directions for use.

g. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 83)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators

to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 84)

G-2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. The Association urges that all proposed changes to the Constitution be directed through the congressional proposal and state ratification process, as has been previously used. (82)

G-3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965. (81, 82)

G-5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation for the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. Appropriate classroom and other student-related activities.

c. The further development of continuing education programs to educate school and community personnel.

d. The reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 84)

H-3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges U.S. Department of Defense schools to take positive steps to recruit minority educators effectively. (79, 81)

H-5. Black Higher Education Institutions

The National Education Association recognizes that historically Black

institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-7. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences; the rights of others; and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-8. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

H-9. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74)

H-10. Student Athletes

The National Education Association urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes. Exploitation of these students for economic and/or personal gain is deplorable. Each student should be provided with an opportunity to complete an academic program.

The Association urges K-12 schools, colleges, universities, and parents to set the successful completion of an academic program as the first priority for student athletes.

The Association encourages K-12 schools, colleges, universities, and parents to monitor and promote the student athlete's academic success. (84)

H-11. Testing

The National Education Association is committed to excellence in the evaluation of the interests, aspirations, and performance of students during their school experience. The Association recognizes the need for periodic, comprehensive testing for evaluation and diagnosis of student progress.

The Association believes the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage development of lifelong learning skills

d. Provide ongoing diagnosis of student learning progress

e. Identify appropriate learning experiences for students.

The Association urges its affiliates to guard against the use of standardized tests for any other purposes.

The Association further believes that test results are most reliable and useful when the tests are developed, administered, and interpreted by trained personnel and when the test information is received in time to facilitate instructional program modification.

The Association strongly supports the truth-in-testing movement and recognizes it as an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a post-test copy of all test questions, scores, and rationale for correct answers. (78, 84)

H-12. Law-Related Education

The National Education Association supports law-related education as an integral part of the K-12 curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials. These materials should include information on the justice system and constitutional issues in order to teach students to be responsible citizens. (84)

H-13. Foster Care

The National Education Association believes that all children placed in foster care should be given a secure family environment.

The Association urges its affiliates to support legislation that provides—

a. Screening and training of families prior to placement of a child

b. Continued training and supervision of families while providing foster care

c. Auxiliary services, including therapy, for children whose needs cannot be met while in a family care setting

d. Ongoing communication of pertinent information between the social service agency and school personnel when appropriate

e. Protection and counseling for the child when instances of child abuse have been reported.

The Association further urges that legislation include the provision that children placed in foster care and eligible for adoption shall be registered with the North American Council on Adoptable Children after ninety days. (84)

H-14. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 83)

H-15. Violence Against Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforce-

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ment to protect the civil and human rights of the victims of racial violence. (84)

H-16. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization.

The Association opposes immigration policies that deny human rights, disrupt the integrity of the family unit, or discriminate based on national origin or labor union affiliation. (84)

H-17. Internment/Containment Policies

The National Education Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82)

H-18. Japanese and Aleut Internment During World War II

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II. (83)

H-19. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively seek the passage of legislation proclaiming "Martin Luther King Day" as a state holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 84)

H-20. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-21. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment; promotion; compensation, including equal pay for comparable worth; and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex and supports the EEOC guidelines, which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 83)

H-22. Child Support Payments

The National Education Association encourages efforts on the part of local, state, and federal agencies to establish adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83)

H-23. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. Further, the Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 82)

H-24. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-25. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 83)

H-26. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs, including retirement benefits, for these veterans to meet their needs now and in the future. (81, 83)

H-27. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens—including students and

teachers—and descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

The Association recognizes that federal and state guarantees are necessary to protect individuals' privacy of information on credit and medical histories without explicit release from the persons involved. (70, 83)

H-28. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-29. Highway Safety

The National Education Association believes that students and their families should be protected from death and injury that result from the operation of motor vehicles by intoxicated drivers, that is, drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while intoxicated

b. Advocate appropriate educational experiences for students regarding the effects of driving while intoxicated

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents by intoxicated drivers. (82)

H-30. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and other weapons and for those who profit from the illegal sale and distribution of these weapons. (82, 84)

H-31. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the UN to make it a more effective instrument for world peace.

The Association supports the 1948 UN resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity and to develop programs—including the study of additional languages—that promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H-32. Nuclear Freeze

The National Education Association believes that the peoples of the world—in their concern for the survival of the planet and humankind—are evolving toward a greater and greater collective consciousness and unity in their recognition that nuclear war is the common enemy of all nations and peoples and is not survivable.

The Association calls for a halt to the arms race in order to create a world without nuclear weapons. As a critical first step toward lessening the risk of nuclear war and reducing nuclear arsenals, the Association urges the United States and all other nations to adopt a freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82, 84)

H-33. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should show the effects of nuclear weaponry and demonstrate strategies for disarmament and appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82)

H-34. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-35. Civil and Human Rights in All Ireland

The National Education Association urges the United Nations to convene a neutral conference on the Irish conflict with a goal of ending sectarian violence and restoring human and civil rights to all Irish people.

The Association further urges the World Confederation of Organizations of the Teaching Profession to begin a dialogue with and among the teachers of all Ireland to begin building bridges of understanding and peace. (84)

H-36. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-37. Condemnation of Apartheid in South Africa

The National Education Association opposes the system of racial discrimination and exploitation in the Republic of South Africa known as "apartheid" and commends those nations, groups, and individuals who through various methods seek an end to this practice. (84)

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H-38. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H-39. Ocean Resources

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association further believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (82)

H-40. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-2. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated territories of AFT, independent locals, the National Association of Professional Educators, or other competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that direct and immediate assistance should be given to those local associations that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 83)

I-3. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the education community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the NEA Board of Directors. (70, 80)

I-4. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I-5. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the NEA Representative Assembly. (72, 83)

I-6. Retired Member Participation

The National Education Association believes that its retired members should be afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76, 83)

I-7. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

I-8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators to obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any government that suppresses academic freedom and literacy programs. (81, 84)

I-9. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-10. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-11. U.S. Involvement in Nicaragua

The National Education Association urges the U.S. government to refrain from any U.S. plan for overt or covert action that would destabilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (82)

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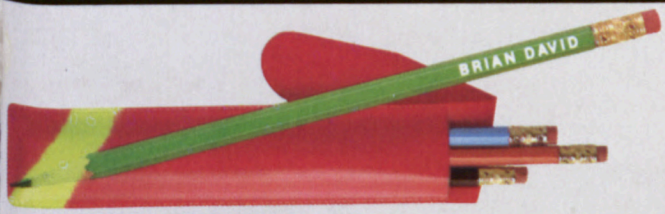

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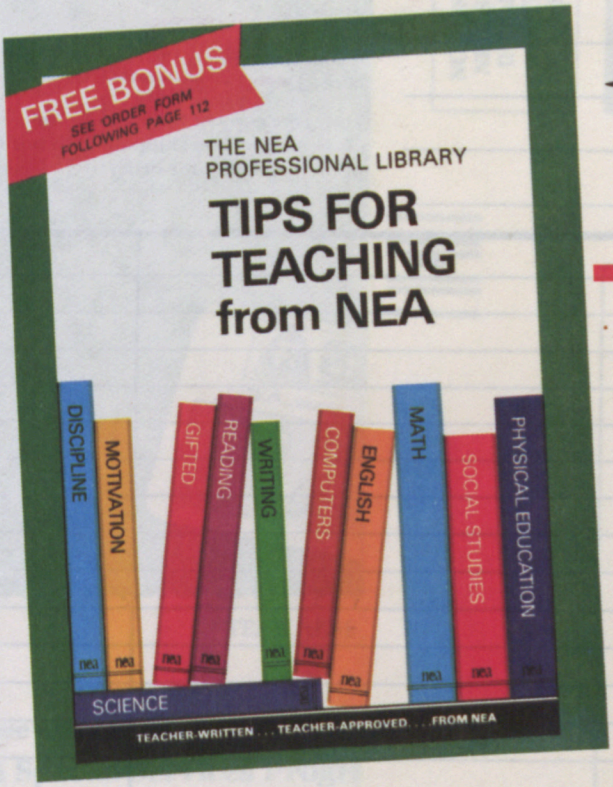

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